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ABSTRACT

Community learning centers (CLCs) are local educational institutions outside the formal education system that are usually established and managed by local people to provide various learning opportunities designed to empower individuals and promote community development for all community members regardless of age or socioeconomic group. CLCs provide an appropriate venue for lifelong learning by offering the following types of activities: (1) education and training (including literacy classes, library-based activities, provision of skills training, promotion of lifelong learning, training of nonformal education personnel); (2) community information and dissemination of resources; (3) community development activities; and (4) coordination and networking with existing local educational institutions and governmental and nongovernmental organizations. As part of the United Nations Educational, Scientific, and Cultural Organization's (UNESCO's) Asia-Pacific Programme of Education for All (APPEAL), context-specific CLCs were established in 18 countries in the Asia-Pacific region. Those countries' experiences in establishing and maintaining CLCs were collected and synthesized to identify innovative practices, effective resource development strategies, and regional cooperative mechanisms for supporting CLCs. The following items are appended: list of participants; APPEAL report; Asia/Pacific Cultural Centre for UNESCO report; case studies of National Federation of UNESCO associations in Japan and partner agencies; and UNESCO Early Childhood and Family Education Unit report. (MN)

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ASIA-PACIFIC PROGRAMME OF EDUCATION FOR ALL

APPEAL

ED 467 235

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CLC Regional Activity Report (1999-2000)

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FOREWORD

UNESCO APPEAL is working closely with various partners to promote Community Learning Centres as a model for community development and lifelong learning. These partners include Governments, national and international NGOs, and regional and international agencies.

Under the Japanese and Norwegian Funds-in-trust, APPEAL has supported eighteen countries in implementing various Community Learning Centre (CLC) projects. These projects aim to promote the creation of a grassroots-based network of centres in the participating countries linked to on-going local development activities as well as to existing facilities. They promote contextual design and adaptation to diversity that characterizes different countries in the region and communities within them. The projects have allowed for wide variation in the nature of activities in different settings.

This publication highlights innovative features and lessons learned from the experiences in 18 countries in establishing, managing and sustaining CLCs and in conducting relevant and effective CLC programmes in specific localities.

It must be acknowledged that the concept of the community learning centre is not entirely new. Community-owned and community administered structures existed in various forms in all countries. APPEAL, through the regional CLC project, seeks to assist participating countries to develop an old concept and transform it to suit the new context in which we have embraced an expanded vision of basic education and recognized the importance of lifelong learning for improving the quality of our lives.

CLCs promoted by APPEAL are local educational institutions outside the formal education system for villages or urban areas, usually set up and managed by local people to provide various learning opportunities for empowerment, community development and improvement of quality of life, especially through training and skills development to alleviate poverty.

CLCs have context-specific and multi-purpose functions. They promote lifelong learning and offer a programme of activities appropriate to the needs of the community and resources available in the community. These activities include education and skills training, community information and library services, counseling services and social and cultural activities. The activities respond to the needs of adults and young people and, particularly, to disadvantaged groups.

In setting up CLCs, special consideration is given to the issue of sustainability. An important and underlying assumption in the establishment of the CLCs is that *what stems from the community will last.* Hence the strong emphasis on community ownership, community participation and on conducting programmes that respond to identified learning needs of the community.

The main role of APPEAL has been to assist in the development of management capacity of the CLC personnel as well as local professionals through appropriate training programmes. APPEAL is also facilitating the sharing of information among participating countries through regional review meetings. In addition, APPEAL produces reports and other publications that document innovative actions, good and effective practice as well as lessons learned in the CLCs in the 18 countries. This book is an example of such a publication which we hope will benefit those working for the promotion of sustainable community-based development activities.

AHA Hakeem
Education Adviser and Co-ordinator, APPEAL

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Introduction

The Community Learning Centre Project has been approved within the framework of the Asia-Pacific Programme of Education For All (APPEAL)*, with the financial assistance of Japan and Norway. The project supports one of APPEAL's priority areas: 'community participation and ownership'. The countries taking part in this project for the period 1998-2002 include Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Lao PDR, Malaysia, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Thailand, Uzbekistan and Viet Nam. Iran and the Philippines joined the project in 2000, but as yet no CLCs have been established in either of these two countries.

To initiate the project implementation, in January 1998, APPEAL organized a Technical Working Group Meeting (TWG) in Chiang Rai, Thailand, which was attended by six countries. Another Planning Meeting was organized in Dhaka, Bangladesh in September 1998, which was attended by 9 countries.

To promote inter-country cooperation of APPEAL-supported CLCs, APPEAL held Review Meetings between 28 February and 4 March 2000. There were three different groups of meetings, according to the context in which CLCs have been established in participating countries. The division of countries is as follows:

Group	Meeting Venue	Participating Countries
1	Guilin, China	China, Cambodia, Lao PDR, Myanmar, Papua New Guinea and Viet Nam (6)
2	Dhaka, Bangladesh	Bangladesh, Bhutan, India, Nepal and Pakistan (5)
3	Chiang Rai, Thailand	Indonesia, Malaysia, Mongolia, Thailand and Uzbekistan (5)

The aim of the three meetings was to share experiences and outcomes of CLC projects and to improve the effectiveness and sustainability of CLC activities in each country.

Specifically the meetings were intended to:

- review the progress of CLCs in the region;
- exchange innovative experiences of participating countries in implementing CLC projects; and
- formulate joint strategies and plans of action to further expand and improve the CLC project and networking.

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* See Annex 2 for a brief introduction about APPEAL.

Prior to the meeting, each participating country organized a meeting to evaluate the CLC project and/or prepared either a case study or progress report on their national CLC experience.

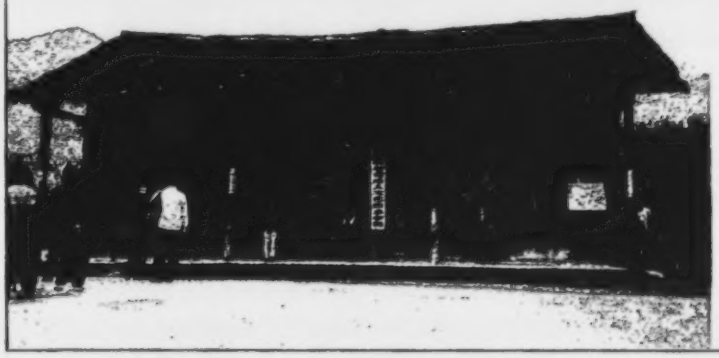
This report discusses the CLC Project and provides a synthesis of the presentations, discussions and findings from the aforementioned three CLC review meetings. A list of participants of these meetings is attached as Annex 1.

Chapter

A Conceptual Framework of CLCs

Chapter One

A Conceptual Framework of CLCs



A Community Learning Centre in China

■ What is a CLC?

The community learning centre (CLC) is defined as a local educational institution outside the formal education system, for villages or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life (APPEAL Training Materials for Continuing Education Personnel, Volume VIII).

The CLC provides various learning opportunities for the empowerment of all people within a community, aims to improve their quality of life, and the resulting community development promotes social transformation.

■ Aims of CLCs

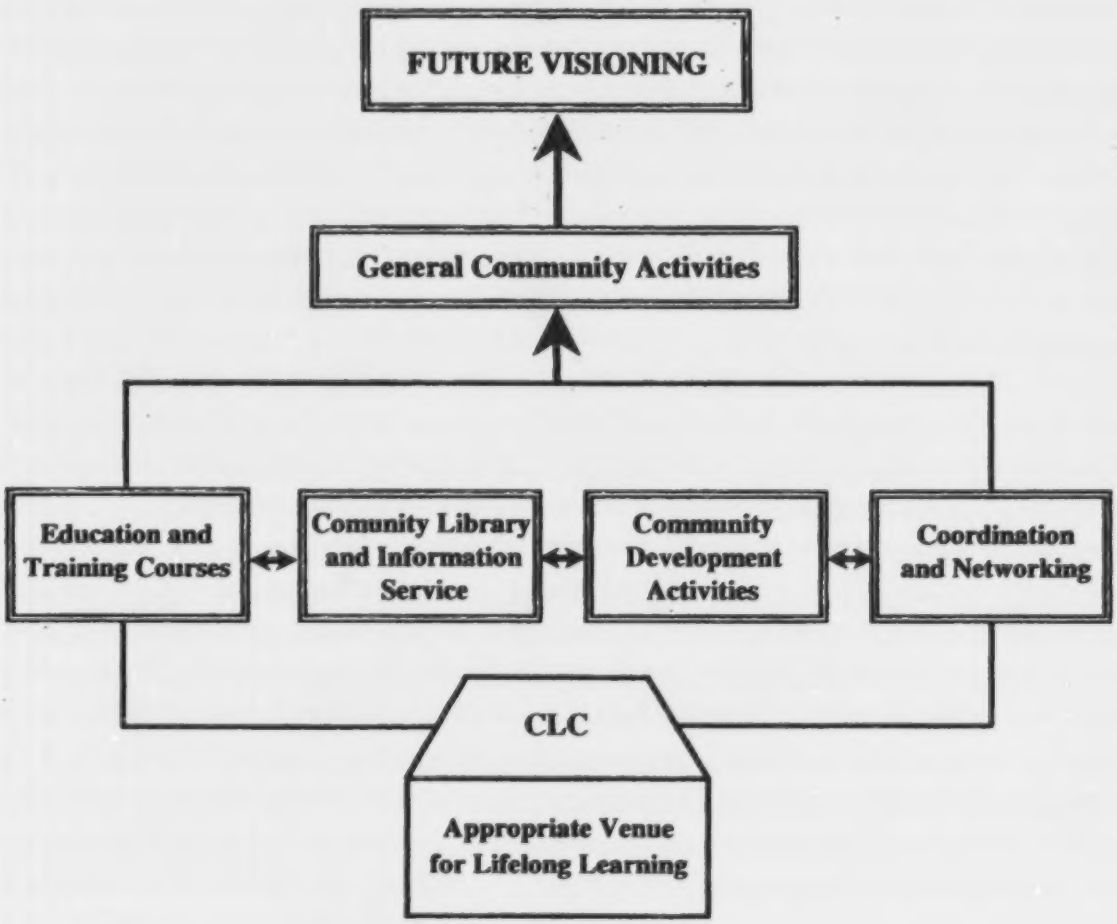
The aim of a CLC is to empower individuals and promote community development through life-long education for all people in the community, including adults, youth and children of all ages. The main beneficiaries of a CLC should be people with less opportunities for education, for example, pre-school children, out-of-school children, women, youth, and the elderly.

■ Functions of CLCs

The CLC can function as the venue for education and various development activities in the community. As portrayed in the diagram below, CLC activities are inter-linked for a common purpose; the promotion of lifelong learning and a brighter future.

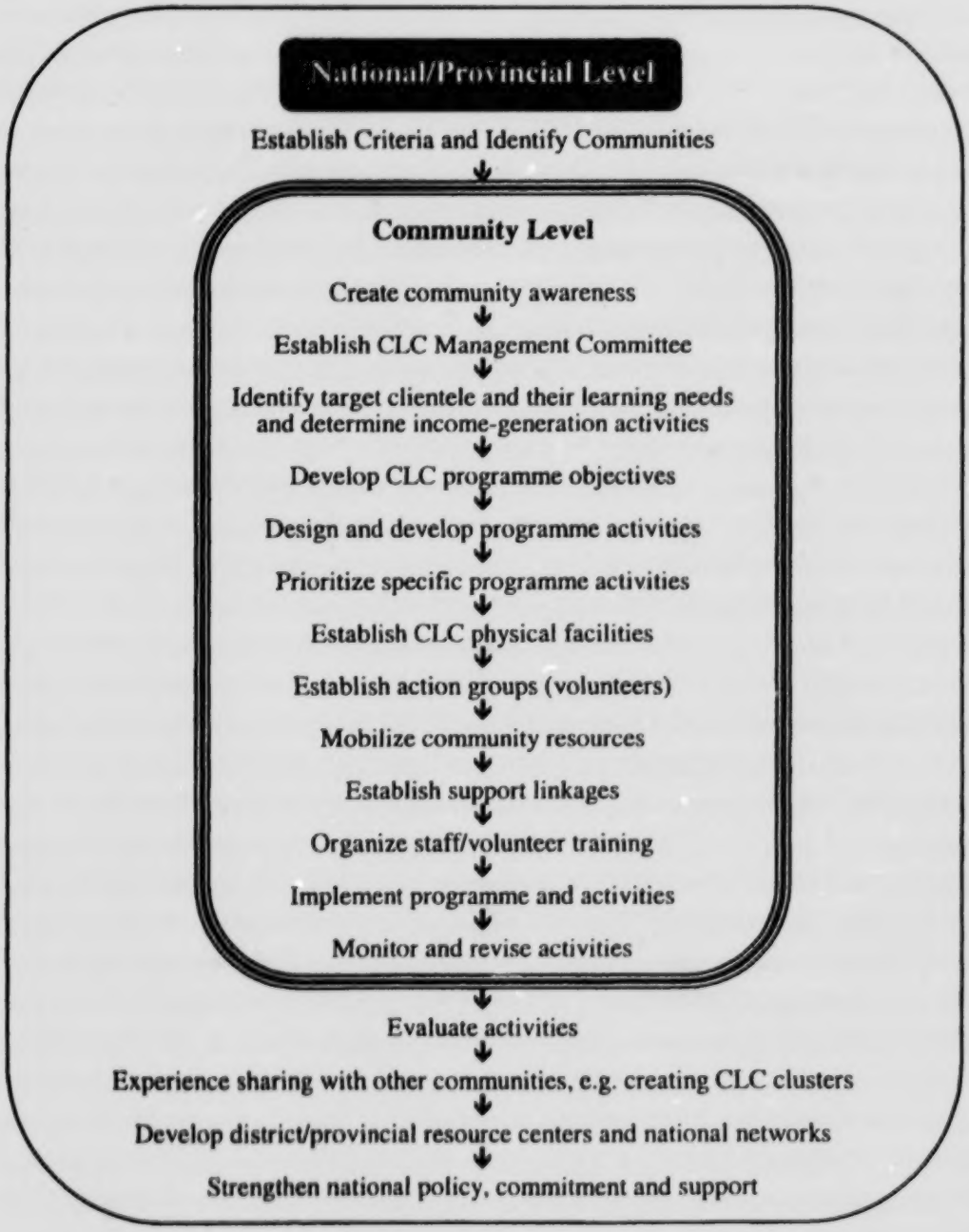
The main idea is that a CLC is an evolving mechanism, which aims at empowerment, social transformation and quality of life through lifelong learning, resource mobilization and social action. The activities should be flexible, participatory and allow for leadership to emerge from any member of the community, while support mechanisms should also be made available through strengthened coordination, networking and partnership.

The Functions of CLCs: An Integrated Approach



■ Steps for Setting Up CLCs and Preparing CLC Activities

All Community Learning Centres benefit enormously from community involvement. Discussions with the community members precede the establishment of a CLC in order to assess the community's needs. In many cases, local materials and labour are used to build CLCs. In order for a CLC to be self-sustaining, community members are mobilized to establish and manage their centre themselves. Administration of the centre is the responsibility of a management committee, which consists of schoolteachers, retired professionals, community and religious leaders and other community members.


National/Provincial Level
Establish Criteria and Identify Communities
Community Level
Create community awareness
Establish CLC Management Committee
Identify target clientele and their learning needs and determine income-generation activities
Develop CLC programme objectives
Design and develop programme activities
Prioritize specific programme activities
Establish CLC physical facilities
Establish action groups (volunteers)
Mobilize community resources
Establish support linkages
Organize staff/volunteer training
Implement programme and activities
Monitor and revise activities
Evaluate activities
Experience sharing with other communities, e.g. creating CLC clusters
Develop district/provincial resource centers and national networks
Strengthen national policy, commitment and support

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■ Location of CLCs

Community Learning Centres are established in different social contexts within a country. Some examples of CLC programmes, activities and possible locations are listed below.

Development Situation	Example of Social Context	Possible Activities of CLC
1. Social groups at the level of survival	An isolated hill tribe at a minimum level of survival. High level of illiteracy rate: 85 per cent.	Introduction of new cash crops and agricultural training, gradually involving literacy and post-literacy programmes.
2. Underprivileged social groups	Poor rural community with high gender disparity in literacy rate and primary school enrolment.	Increasing access to non-formal education for women and girls and fostering their greater participation in society.
3. Rural development situation	Rural village community dependent on one cash crop Literacy rate: 60 per cent.	Focus on continuing education linked to development, such as income generation and quality of life improvement.
4. Society in transition from agricultural to industrial economy	Generally literate rural community becoming rapidly urbanized.	Continuing education, computer literacy training, equivalency education, and future-oriented programmes.
5. Affluent urban community in industrialized country	Highly literate urban community with more leisure time for most adults.	Advisory services for unemployed youth, and individual interest promotion programmes for retired people.

Activities not specific to a development situation include preventive education, environmental education, income generation activities, etc.

Chapter 2

CLC Profiles in Asia-Pacific Region

Chapter Two

CLC Profiles in Asia-Pacific Region

The main thrust of the APPEAL CLC project has been to promote contextual design and adaptation to diversity, in keeping with the diversity of the Asia Pacific region. From this point of view, the project has allowed for wide variation in the nature of Community Learning Centres and the activities carried out by CLCs. This chapter covers the activities that have so far taken place and activities to be undertaken in the future in 16 of the countries participating in the APPEAL CLC project.

Participating Countries of APPEAL CLC Project (as of February 2000)

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Bangladesh

■ Implementing Agency

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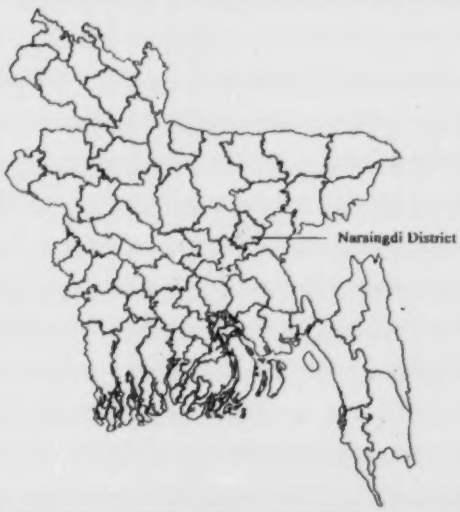

Project Locations

- 45 CLCs in 21 villages/2 unions of Raipura Sub-district, Nasingdi District. The literacy rate in this Sub-district is 22.5 per cent

◂ Community Learning Centre in Narsingdi District

■ Activities

DAM, an NGO and member of the APPEAL Training and Research Consortium, is running over 900 *Ganokendra* (community-based learning centres) in 764 villages in five districts in cooperation with the Department of Non-formal Education, Ministry of Education, Bangladesh, and the UNESCO Dhaka Office. The APPEAL/CLC project is upgrading the functions of 45 existing *Ganokendra* in Narsingdi District from post-literacy centres to lifelong learning centres, focusing particularly on income generation activities and quality of life improvements in areas such as health and nutrition.

The basic principle of the project has been that CLCs are planned, organized and run by the Community. Key features of the project, compared with other existing NFE programmes, include:

- CLCs are not just limited to the newly literate from literacy centres, but accessible to all people in the area. The illiterates, out of school children, people with limited reading skills, local school students and youths are allowed to visit the centres to participate in various activities.
- CLCs can be used as training, information and issue-based discussion centres by community members and other local agencies. As an information centre, daily/periodical newspapers, newsletters, and information materials from other agencies are made available.
- Post-literacy support in CLCs is not time-based. It addresses participants' learning needs for an indefinite period. This creates scope for a gradual improvement of learning skills in accordance with the national curriculum.

■ Future Plans

- People empowerment and community development will be enhanced when socio-economic and environmental programmes (from a variety of agencies) are linked with CLC activities.
- Three Community Resource Centres (CRC) will be established, and they will provide reading materials and basic information for daily life to a group of *Ganokendra.*
- Child development centres in 15 *Ganokendra* will be piloted.

Bhutan

■ Implementing Agency

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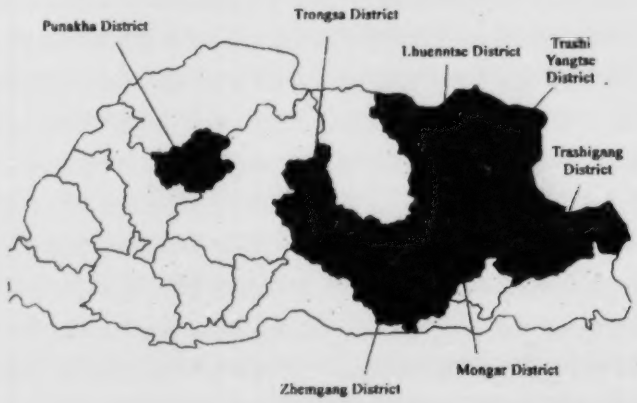

Project Locations

- Dhomkar Village, Lhuenntse District
- Panbang Village, Zhemgang District
- Lingmethang Village, Mongar District
- Mendegang Village, Punakha District
- Moshi Village, Trashigang District
- Trongsa District
- Trashiyangtse District

◂ Literacy Class

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■ Activities

The NFE programme in Bhutan was introduced in 1992 with the establishment of 10 pilot NFE centres in different parts of the country. In the following five years, the programme gradually expanded. By the end of 1997, more than two thousand learners had completed the basic literacy course in 53 NFE centres.

Realizing the importance of the non-formal education programme, the Royal Government of Bhutan decided to establish CLCs, especially in rural areas, to facilitate life-long learning. The main aims of CLCs are to provide learning opportunities, a suitable learning environment and infrastructure at a local level to promote life-long learning for human development and self-reliance.

During the CLC construction process, the government is responsible for its design and building materials, while the community contributes the labour. This is the same approach that has been taken with 'community schools' constructed in remote areas of Bhutan.

The main functions of CLCs include the delivery of basic and post-literacy courses for adults and skills training, such as carpentry and agriculture. Some CLCs are used for lower primary classes during the daytime, so that small children are not required to travel long distances to get to school. Although CLC functions were to be extended to include health and vocational training, delays in assistance from other funding agencies have limited CLC activities and led to their under-utilization.

■ Future Plans

- During the period of the 8th Five year plan (1997-2002), Bhutan aims to establish a total of 10 CLCs, one in each of the 10 selected districts.
- Preparation of guidelines for district education officers on post-literacy CLC programmes.
- Establishment of three CLCs and 2 sub-CLCs on a pilot basis.
- Organization of a national and four regional CLC seminars to determine strategies to make CLCs sustainable.

Cambodia

■ Implementing Agency

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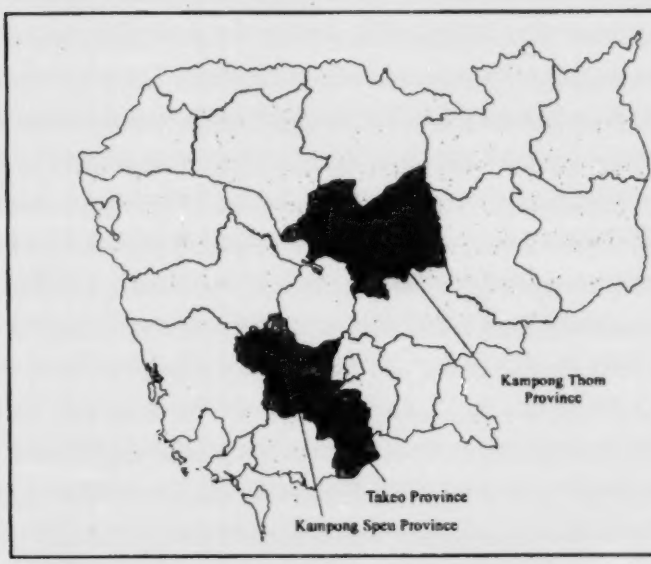

Project Locations

- Kampong Speu Province (Phnom Sruoch District)
- Takeo Province (Bati District)
- Kampong Thom Province

◂ Community members are participating in a literacy class

■ Activities

The CLC project in Cambodia responds to the Government's policy, which promotes decentralization and empowerment at the grassroots level. The CLC committees play a key role in organizing the activities of the CLC. This model has been utilized by both government and non-government organizations, which are now supporting communities to organize their own activities. As more than 85 per cent of Cambodian people are Buddhists, the CLCs are sometimes located in the temple compound where people come to worship. Monks are often members of the CLC committee, which encourages local communities to become involved in CLC activities.

Since the illiteracy rate in Cambodia is quite high, the main activities of CLCs, therefore, focus on literacy programmes linked with basic skills training. CLCs also act as information dissemination centers for topics such as science education, cultural education and new information relating to the daily lives of women and the poor, particularly widows and the handicapped. The most widespread and popular skill training is tailoring. In terms of sustainability, after the training course, learners form groups and open tailor shops in the village with support from the Department of Non-Formal Education. The profits from tailoring are partially contributed to the CLC for running the activities. Other skills that are being taught at CLCs include motorbike repairing and haircutting.

Since CLCs have been found to be successful in providing basic education, skills training and other community development activities, the CLC approach is now being integrated into the National Policy on Non-Formal Education. Other international organizations that support CLC concepts and methods in Cambodia include UNICEF, UNFPA, the World Food Programme, the National Federation of UNESCO Associations in Japan (NFUAJ), ZOA and the Rural Development and Resettlement Project (RDRP).

■ Future Plans

- Capacity building of the CLC committees.
- Provision of additional skills training courses that are relevant to market demands and the needs of the community.

China

■ Implementing Agencies

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Project Locations

- Gansu: 6 township centres and 8 village centres in Tianzhu County and in Yongdeng County
- Guangxi: 3 township centres and 25 village centres in Longsheng County, Rongshui Miao Autonomous County and Tiandong County

◂ Hmong minority women attend an embroidery class

■ Activities

The provinces of Gansu and Guangxi were selected as pilot locations for CLCs since these two provinces have a high illiteracy rate and a large proportion of their populations are poor. In accordance with the Government's poverty alleviation policy, especially for rural farmers, CLC activities are specifically designed to improve the quality of farming and agricultural products by focusing on science and technology. Accordingly, CLC reading materials aim to spread new scientific and technological information to farmers. Since CLC activities are in harmony with the government's policy, all sectors concerned are mutually working to attain the goal of the government.

In Gansu Province, the school leaders together with village leaders in Tianzhu County have taken the initiative to launch CLC activities in local primary schools and supervise the implementation of the project. Additional programmes such as functional lifelong education and income-generating programmes are provided in Yongdeng County.

Due to Central Government budget limitations, and only partial support from UNESCO, the counties and townships in Guangxi Province mobilize funds from private agencies and individual donations to support the CLCs. In this province, farmers and minority women are targeted by the project. Households that are successful in improving their products and increasing productivity are selected as model households. Members of these households become CLC trainers and give community members the opportunity to observe and learn from their experience. This technique is replicated in many areas in China.

■ Future Plans

- Four more CLCs each will be set up in Gansu and Guangxi Provinces.
- Two to three CLCs will be established in Yunnan Province.
- Success stories, CLC outcomes and text books will be compiled and printed.

India

■ Implementing Agency

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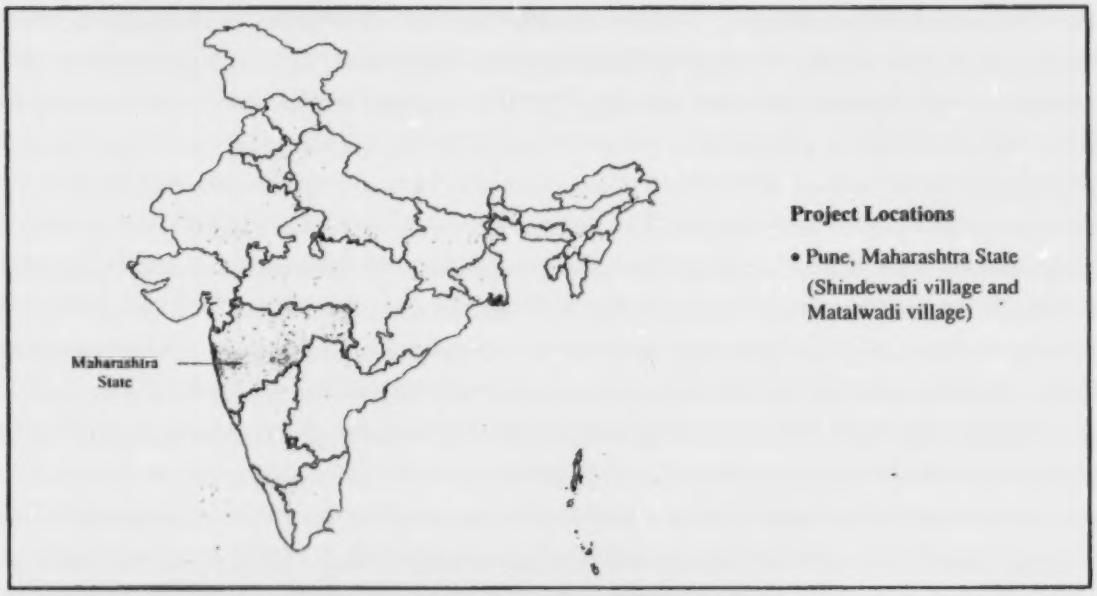

◂ A meeting at the CLC

■ Activities

The national scheme of continuing education was launched in 1995. The basic unit of the scheme was the Continuing Education Centre (CEC), with a central CEC overseeing the working of a cluster of CECs. The establishment of CECs is the principal mode of implementing the continuing education programme at the grassroots level. A CEC serves a population of 2000-2500, 500-1000 of which are considered to be neo-literates. After holding a national CEC and CLC workshop in June 2000, it was clear that the concept and functions of CLCs and CECs are generally the same, and it depends on the implementing organization how they wish to refer to the centre. The Indian government has recognized the legitimacy of CLCs and supported some NGOs to implement the CLC project.

In accordance with the aims of the APPEAL CLC Project, that is, of empowering community people, the Indian Institute of Education (IIE), Pune, conducted a campaign to raise public awareness about CLCs in four villages. It took a few months for the villagers to understand and realize the importance of CLCs. Finally, two villages demonstrated that they were ready to set up and run the CLC by themselves with the support of IIE, Pune. The CLC Committees of the two villages decided that the centers be set up in the compound of the temple in Shindewadi Village and in the Youth Gymnastic Centre in Matalwadi Village. Since the villagers organize the activities based on their own needs, the activities of the CLCs in the two villages are mainly related to basic minimum needs. The villagers started by preparing resource mapping and building up networks with various government and non-government organizations. Currently, CLC activities are mostly designed to solve local agricultural and nutritional problems.

After having set up CLCs, the villagers feel confident in contacting the relevant organizations whenever they feel the need, something that has never happened before. This, in turn, has contributed to community empowerment and sustainable community development.

■ Future Plans

- Two additional CLCs will be set up in Shindewadi (same name as the first place but different community) and Amralewadi.
- The Shivapur Centre, which specializes in teaching science and technology to increase rural productivity and empower women, will act as the central CLC and will be the link between the five village-level CLCs.

Indonesia

■ Implementing Agency

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Project Locations

- Jakarta Bay
- Siberut, Western Sumatra.

◖ Cooking demonstration at CLC in Siberut

■ Activities

Moves were made to establish Community Learning Centres in Indonesia as a result of its history of implementing governmental programmes that were insufficiently responsive to the needs of learners at a local level. At the end of 1999, UNESCO supported two pilot Community Learning Centres that were initiated by NGOs. The aims of both CLCs were to find alternative models of non-formal education, increase educational opportunities for community members, empower local communities and improve their quality of life and strengthen local institutions. One CLC project, targeting ethnic minorities in remote areas, was initiated in Siberut, Western Sumatra and another CLC was started in Jakarta Bay, an urban coastal zone community with serious environmental problems. These projects are supported by local organizations such as universities, NGOs, religious and other institutions and they co-operate closely with the local communities.

The needs of the communities are assessed and the communities are organized to manage their own Community Learning Centres. This follows a process of socialization, using participatory and gender approaches. The CLCs cover aspects of literacy, vocational training, environmental education and human rights awareness. The CLC project targets indigenous communities has a development-based focus and takes advantage of local wisdom and technologies. Since the Jakarta Bay area is plagued with waste and pollution problems, this CLC project site concentrates on environmental education and awareness.

In addition, the Indonesian government has demonstrated its confidence in the APPEAL CLC model by applying it to it NFE programmes. In 1998, under the Ministry of National Education, the Directorate of Out-of-School Education developed non-formal education programmes for the disadvantaged population, which took the form of a CLC project. Presently there are more than 800 Community Learning Centres, supported by the Directorate, throughout the Indonesian provinces. Non-governmental organizations, Community Organizations, Muslim schools and other local organizations have helped implement this project.

■ Future Plans

- Government Agencies, NGOs and the Literacy Resource Centre for Girls and Women (LRC) will undertake the joint coordination of CLC activities.
- Expansion of the number of CLCs.

Iran

Implementing Agency

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Contact Person: *Mr. Mohammed Mehdizadeh, Director of Educational Affairs*

◂ Literacy class in Fars Province

Activities

The Literacy Movement Organization (LMO) and Literacy Education in Iran. The LMO was established after the Islamic revolution in 1979. The literacy rate in rural areas has improved from 55.8 per cent in 1979 to 80.4 per cent in 2000, and for women it improved from 47 per cent to 76.3 per cent. There has been an emphasis on reducing literacy disparities, such as between urban and rural areas and between men and women. During the last two decades, the literacy rate in rural areas has increased from 30 per cent to 70 per cent, twice the rate of increase in urban areas. The LMO has bureaus in 29 provinces and nearly 300 towns throughout the country and it employs 7,000 officers and 66,000 literacy instructors. Most of the literacy instructors are women since the majority of learners (approximately 75 per cent nationwide and 90 per cent in Teheran) are women. In 1999, 94,000 literacy classes reaching 1.2 million learners were held throughout the country. There are also post-literacy programmes for neo-literates and

special literacy classes for migrants and refugees, such as Afghanis. The LMO has produced a large number of reading materials on more than 150 subjects relevant to the lives of the learners. Several post-literacy and continuing education materials have been locally adapted to suit the needs of, for example, workers in carpet factories and hospitals.

■ Future Plans

- Capacity building of the CLC committees.
- Provision of additional skills training courses that are relevant to market demands and the needs of the community.
- One or two new CLCs will most likely be set up in Kandal or Prey Veng Province, or in disadvantaged parts of urban areas.

Note: Iran joined the CLC network in 2000

Lao PDR

■ Implementing Agency

Department of Non-formal Education
Ministry of Education
Lanexang Road, B. P. 67, Vientiane
Phone: 856-21-213980
Fax: 856-21-223489
E-mail: nfedmoe@laotel.com

Contact Person: *Mr. Sengthong Nolintha, Director-General*

Project Locations

- Nationwide, with two CLCs currently being piloted in Saysomboune Special Zone

Women attend a sewing class in a CLC in Luang Nam Tha Province

A031

■ Activities

In Lao PDR, pilot CLCs were set up in Luang Nam Tha Province in 1990 with the support of UNESCO. Since then, additional CLCs have been set up with the support of various international NGOs and UN agencies. During the initial phase of development, a variety of CLC models were tested to help identify the best and most effective models to replicate. Currently, over 170 CLCs are promoting literacy, continuing education and vocational training programmes in sixteen of the eighteen provinces in the country.

The National Education Policy, which was adopted in 1999, and the Rural Development Policy set the establishment of CLCs in Lao PDR as one of the priorities of the national government. Most CLCs have targeted very poor ethnic minority groups and women, both of whom make up the majority of Lao PDR's high illiterate population.

The APPEAL CLC project is supporting the national effort to improve the quality of personnel and activities related to CLCs. In 1999, orientation workshops for community leaders, volunteer teachers and district/provincial NFE officials were organized in four regions and reference books for them were developed.

The project is also supporting two pilot CLCs in Saysomboune Special Zone, where most of the population has been relocated from mountainous areas and the literacy rate is only 43 per cent.

■ Future Plans

- Organize capacity building for existing CLCs in the areas of planning and management, teaching-learning methods, and local curriculum development.
- Develop a pilot CLC cluster together with three new CLCs.
- Develop a video programme and a booklet about the development of CLCs.

£32

Malaysia

■ Implementing Agencies

Kelantan Poverty Alleviation Foundation
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Jalan Dato' Pati, 15000 Kato Bharu
Kelantan
Tel : (09) 7473631, 7473632
Fax: (09) 7473637
E-mail : kpaf@tm.net.my

Institute for Rural Advancement (INFRA)
Ministry of Rural Development
Lot 2A, Persiaran Institusi
Bandar Baru Bangi
43000 Kajang
Tel: 603 826 5939
Fax: 603 826 5901

Contact Person: *Mr. Hoesne Hussain, General Manager*

A computer class at the Cyber Putra, Kelantan State

■ Activities

The 'Rural Vision Movement 2020' is the national drive to transform rural Malaysia into a developed and progressive sector. Human resource development is the principal thrust for long-term economic growth and global competition. With this in view, education and skills training, be it formal, non-formal or informal, is accorded a high priority in Malaysia in order to provide a sufficient pool of well-educated, highly skilled and strongly motivated workers. To this end, Community Learning Centres have been established in both urban and rural Malaysia.

A CLC, referred to as a Cyber Putra, has been set up in the compound of the Kelantan Poverty Alleviation Foundation (KPAF), an NGO in Kelantan State. The Cyber Putra is promoting job creation for community people who are under the poverty line. The Cyber Putra also provides training to poor community members in computer applications for income-generation. The Cyber Putra is also adapting the ATLP-CE (APPEAL Training Materials for Continuing Education Professionals), which will be used in the centre.

In addition, INFRA is developing information technology (IT) literacy teaching-learning materials in the form of a manual, a CD Video and a CD-ROM. The materials will be tested at the CLCs in Sarawak.

■ Future Plans

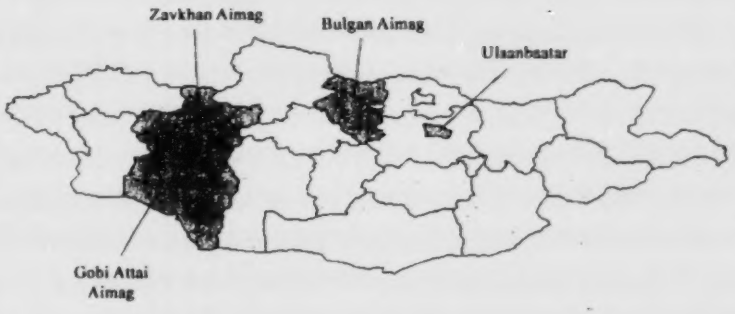
- Based on the recommendations of the National Seminar on CLCs held in June 2000, it is planned that INFRA will function as the coordinator and lead agency for non-formal education, thus being in charge of the CLC project in Malaysia. The proposal has been submitted to the Cabinet for approval.
- Once the IT literacy teaching-learning materials have been developed, they will be used at CLCs throughout the country.

Mongolia

■ Implementing Agency

Information Training and Research Centre (ITRC)
Peace Avenue, 9A, Room 205
Zorig Foundation Building, Ulaanbaatar
Phone: 976-1-315446
Fax: 976-1-316636
E-mail: itrc@hotmail.com

Contact Person: *Dr. Ch. Lkhagvajav, Director of Board*



Project Locations

- Gobi-Altai Aimag
- Zavkhan Aimag
- Bulgan Aimag
- Ulaanbaatar (Songino Khairkhan District)

CLCs will be established in two additional Aimag in 2000.

◂ Inauguration of CLC in Bulgan Aimag

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■ Activities

The Community Learning Centre is a new concept in Mongolia. The project has been implemented by the Information Training and Research Centre, an NGO, with the support of the National Commission for UNESCO. This has been made possible since the formulation of a new national policy that supports NGOs. Under this joint project, the four pilot CLCs are implementing literacy, income generation, community development and health education programmes. While one CLC is located in the urban area of Ulaanbaatar, the remaining three CLCs are located in rural areas.

Through their commitment to community-based activities, the CLCs have come to be considered as suitable and relevant local institutions that provide adult education and help improve the quality of life of community members. The establishment of CLCs has also fostered increased participation in community issues and helped bring about an understanding of community problems. Existing facilities and buildings such as public libraries and daycare centres are used as the venue for CLC activities.

In order to disseminate information about CLCs and provide practical knowledge on NFE programmes; new concepts for many people in the country, ITRC has developed a set of booklets that covers topics such as the concept of Education for All (EFA), and methods in setting up and running CLCs. In addition, orientation and training programmes were conducted in the four project sites.

The coverage of the project is still limited and challenges remain in the expansion of the CLC project. However, it is anticipated that the Project will expand in cooperation with the UNESCO-supported 'Lifelong Learning Project', as well as with the assistance of UNDP and UNICEF's community based development programmes.

■ Future Plans

- Organize a national training workshop for CLC trainers.
- Establish six new CLCs.
- Organize an inter-agency collaboration meeting with UNDP and UNICEF.
- A mobile (horseback) resource and training unit will be piloted.

Myanmar

■ Implementing Agency

UNDP – funded project executed by UNESCO
UNESCO, HDI – III (MYA/99/004)
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Phone: (951) 548 812
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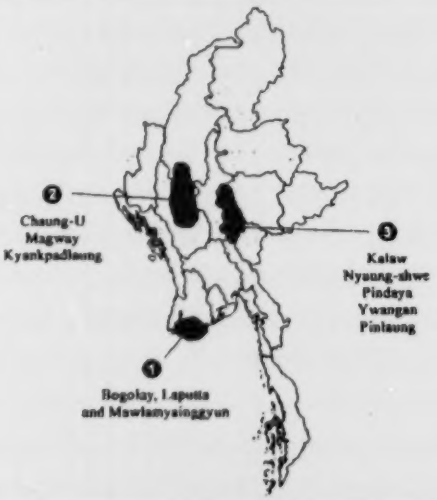
E-mail: educ.mm@undp.org

Contact Person: *Mr. B. Duvieusart, Agency Project Manager*



Project Locations

Townships participating in the project include:

1. Bogolay, Laputta and Mawlamyainggyun in Delta Zone
2. Chaung-U Magway Kyankpadlaung, and in Dry Zone
3. Kalaw, Nyaung-shwe, Pindaya, Ywangan and Pinlaung in Shan Zone

Women Group is working on community mapping

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■ Activities

Education has always enjoyed a significant place in Myanmar society, with a major role being played by monks in providing education in the monasteries. People from many rural villages in Myanmar have had limited access to education and have been unable to complete primary education or acquire basic literacy and numeracy skills. In addition, there are few opportunities for adults to acquire life skills or technical training. As a consequence, Community Learning Centres (CLCs) have been set up with the support of APPEAL and UNDP in rural areas to provide alternative learning opportunities for children, women and men. The focus of the 'Improving Access of Children, Women and Men of Poorest Communities to Primary Education for All Project' under the Human Development Initiative (HDI) Programme, is primarily on the poorest areas of 11 project townships in Myanmar where CLC activities are linked with primary school activities as well as kindergartens.

Most CLCs have small libraries and functional literacy programmes linked with skills training. The teaching of cultural activities, such as traditional songs and dances, has also been promoted through the CLCs. There has also been a strong emphasis on capacity building and this has been achieved through the training of personnel in the CLC Management Committees. Seven CLCs were established in 1994 under the first phase of the HDI Programme, and an additional 31 CLCs were later established. The 38 CLCs currently in operation cover a total population of approximately 50,000 in poor rural communities. A recent innovative development has been the formation of clusters whereby one CLC serves a cluster of villages.

■ Future Plans

- Improve and strengthen CLCs.
- Replicate the CLC model in other locations.
- Raise additional funds and mobilize technical support and resources, such as facilities, equipment, teaching materials and supplies.
- Provide more basic skills training to various interest groups.
- Strengthen coordination with various organizations, and establish a firm institutional network of CLCs.

Nepal

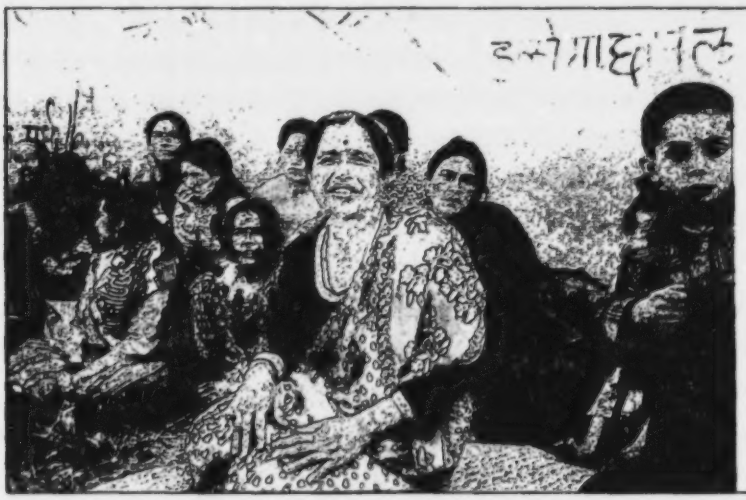
■ Implementing Agency

National Committee on CLC
Non-Formal Education Centre
Ministry of Education
Kaiser Mahal, Kantipath, Kathmandu
Phone: 977-1-412008
Fax: 977-1-412460

Contact Person: *Mr. Satya Bahadur Shrestha, Director*

Project Locations

- Banepa Municipality, Kavre District
- Ward 18, Kathmjandu District
- Baitadi District, Far Western Region



◂ Female leader in Banepa Municipality discussing the benefits of CLC

■ Activities

There are many kinds of ongoing literacy, post-literacy and continuing education programes at the grassroots level currently being carried out by both the Government and NGOs in Nepal. Between 1992 and 1998, APPEAL supported the 'Promotion of Literacy for Youth and Adults' Pilot Project in Sarlahi District, and also supported the NRC – NFE CLC project in Banepa Municipality.

A National Committee on CLCs was formed in April 1999 and this Committee decided to continue support for the Banepa Municipality CLCs with the assistance of APPEAL and the Government. Another two communities were identified as suitable pilot project sites to be supported under the project. Further, taking advantage of additional funding sources, the NRC - NFE/LRC has been implementing CLC programmes in another district and a sub-metropolitan city.

The CLCs in Nepal cover both urban and rural areas and present a variety of learning opportunities to community members. At nine CLCs in the Banepa Municipality continuing education programmes, including agricultural and vocational training programmes have been offered to neo-literates and a CLC established in Ward 18, Kathmandu introduced activities focusing on quality of life improvement through vocational training and preservation of cultural sites in the community. In addition, in cooperation with other UN agencies, a CLC in Baitadi initiated literacy and poverty alleviation programmes targeting rural remote areas in the far west region of the country.

■ Future Plans

- Organize a national seminar for dissemination of information about CLCs in October/November 2000.
- Conduct inter-agency training programmes to enhance the capacity of CLC personnel.

Pakistan

■ Implementing Agencies

BUNYAD Literacy Community Council
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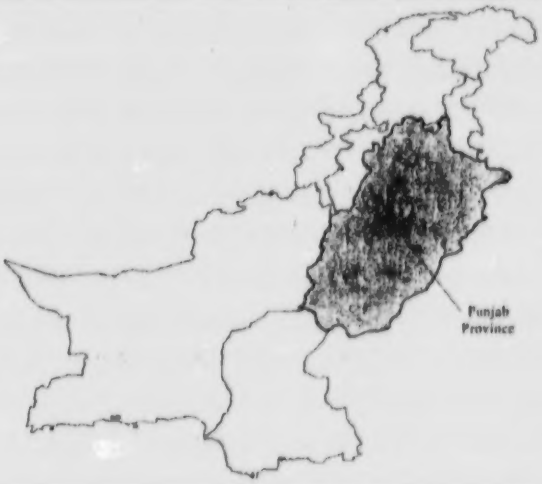
New Super Town, Main Boulevard Defense
P.O Box 6013, Lahore Cantt
Phone: 92-42-6670887
Fax: 92-42-6661817
URL: bunyad@brain.net.pk

Malik Maula Bakhsk Memorial Trust
(MMBMT)
H#6, St#70, F-8/3
Islamabad
Phone: 92-51-255513
Fax: 92-51-256668
E-mail: mmbtm@isb.comsats.net.pk



Project Locations

- Central and Southern Punjab Province (9 CLCs or BERTIs)
- Mianwali District, Punjab Province (7 CLCs)

◂ Community women practice their computer skills

■ Activities

BUNYAD is working towards the promotion of literacy, particularly for rural women and children in the low-income areas of Punjab. Nine BERTIs (Basic Education Resource Training Initiatives) have been set up to provide education and information and contribute to development in rural areas. With UNESCO's technical and financial assistance, more relevant activities are being undertaken in the nine BERTIs. Since each BERTI is a resource and training centre, it also serves 40 to 50 community learning centres, which deliver non-formal primary education to children and literacy classes and skills training for women. A computer connected with the Internet has been set up in each BERTI to enable community members to receive world news and information to help them upgrade their knowledge and develop their community. Further, a relationship between BERTIs and BUNYAD has been established via the exchange of e-mail. Various governmental organizations, especially those with an interest in agricultural development and community development, are providing financial and other support to BERTIs. Furthermore, UNICEF is supporting large-scale integrated farming and health development projects that will be implemented by CLCs.

All MMBMT projects are community-based with outstand-ing pre-employment and on the job staff training programmes that develop local human resources and the capacity of community members. Through UNESCO's technical and financial support, seven Community Learning Centres have been set up in Mianwali District, Punjab Province. Each CLC supports around 30 to 40 non-formal primary schools by providing training to the teachers and promoting Education for All (EFA) campaigns. Income-generating activities are the main activities conducted in the CLCs. As most of the community people are farmers, MMBMT is coordinating with universities, such as the Agricultural University of Hebei, China and the University of Arid Agriculture in Rawalpindi, Pakistan to improve agricultural products. The universities help to undertake research work and UNICEF provides funds for the implementation of the project through CLCs.

■ Future Plans

- Capacity building of CLC committees.
- Strengthening linkages with line departments.
- Development of a CLC handbook for replication throughout the country.
- More CLCs will be established in Quetta.

Papua New Guinea

■ Implementing Agency

Papua New Guinea National Commission for UNESCO
Department of Education
P.O. Box 446, Waigani
Phone: 675-3013321
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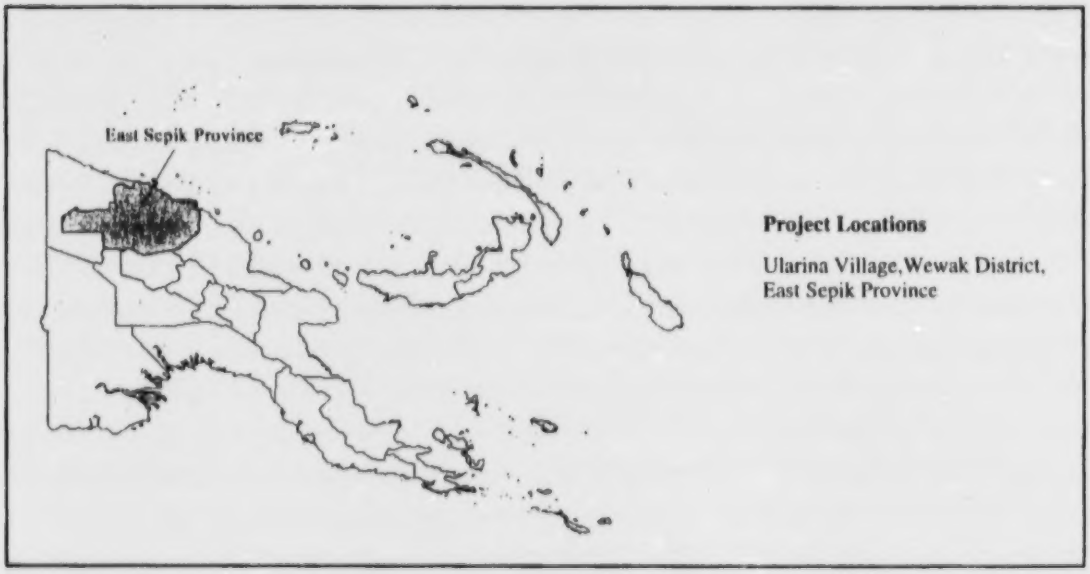
Contact Person: *Mr. Ken Yaso, Acting National CLC Projects Coordinator*



◄ Village ceremony organized in Ularina Village

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■ Activities

The CLC project is located in the village of Ullarina, approximately 5 kilometres away from Wewak Township. The village is surrounded by tropical rainforest with rich flora and fauna and savannah grassland. Most villages are inhabited by subsistence farmers who earn an income by selling cash crops at open markets. Most children go to school, but more than half of the adults, particularly women, are illiterate. Health is another serious problem in the village.

The project is located on community land that is owned by a clan, and extended family members have teamed up to cooperate and participate in the project. The CLC is being established thanks to the support of local villages, which provide materials, expertise, building materials and volunteers. Their support has been inspired by their desire to benefit from CLC programmes, such as adult literacy courses, childcare, elementary education classes, sporting activities and fund raising and public awareness campaigns.

Although the CLC was planned to be fully operational by late 1999, the construction has not yet been completed. One of the biggest problems encountered is that some community members are not convinced that CLCs should be responsible for continuing education programmes; instead they believe that such programmes should be provided by formal institutions. Further orientation and dialogue are required to mobilize the full support of the community to ensure the success of the CLC Project.

■ Future Plans

- Establish a CLC in Enga Province.
- Conduct needs assessments in New Ireland Province and Oro Province.
- Organize a national seminar on continuing education for all to mobilize political support for CLCs.

Philippines

■ Implementing Agency

Bureau of Non-formal Education (BNFE)
Department of Education, Culture and Sports
3/1 Mabini Building, DECS Complex, Meralco Avenue
Pasig City, Philippines
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Fax: (632) 635 5191
E-mail: bnfe@i-next.net

Contact Person: *Rosaria de Guzman, Director IV*

■ Activities

In the Philippines, there is a long tradition of community education centres. In the past, they were supported by a number of agencies and they became a popular and viable means of empowering people and contributing to community development. Initially they were viewed merely as reading centres, but they gradually came to be regarded as multi-purpose learning centres. These education centres were initially regarded as a means to implement government policy, but in the process of implementation, local management was allowed to make some modifications and adjustments to suit local needs and conditions. This strategy encouraged more local participation and motivated local leaders to give financial and technical support. With very meagre resources, these earlier forms of community learning centres benefited only a small number of people. However, the fact that these centres fostered strong community relationships and improved the social and economic motivation of local people proved to be encouraging. Also encouraging was the amount of time volunteers devoted to these centres. The experience gained from establishing these community centres has helped planners learn that social preparation and the contribution of the community itself to development issues is necessary to any community development intervention. External facilitation is needed to organize people for action but local participation is vital to community development. At the local level, training of trainers is becoming a common pattern in community development projects.

■ Future Plans

- The development of action plans and the organization of training courses.
- The development and implementation of a monitoring system.
- It is anticipated that CLCs will be piloted in the Philippines, though project locations have yet to be decided.

Note: APPEAL did not support previous CLC projects in the Philippines and the Philippines joined the CLC network in 2000.

Thailand

■ Implementing Agency

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Bangkok 10300
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Project Locations

Nationwide:

76 Provincial Centres,
5,055 Sub-district Centres,
15 CLCs at the village level

◂ Community members take advantage of the library facilities

■ Activities

CLCs in Thailand focus on community problem solving and a community-based approach to organizing education. Education is delivered in three forms through CLCs: Basic education through equivalency programmes, Vocational Education and Informal Education in the form of distance education.

The APPEAL CLC project has supported the Department of NFE in strengthening the existing CLC network in Thailand by adapting the APPEAL CLC manual and expanding CLCs to cover the disadvantaged northern provinces, such as Payao and Nan Provinces. Currently there are 5,055 sub-district level CLCs in all 76 provinces of Thailand.

Based on the National Economic and Social Development Plan, the Government has decentralized funds and authority to local community leaders; the Tambon Administrative Organization (TAO) and village committees who are currently running the CLC Project in Thailand. UNESCO-APPEAL supports the Department of Non-Formal Education and the Rajabhat Institutes (University) in designing tertiary non-formal education curricula and textbooks specially tailored for the TAO, the village committees and for the community people. The learning courses, which cover micro-planning and community development, are relevant to the actual work and daily life of the community leaders, and have greatly enhanced their managerial skills.

With financial aid from UNDP, and support from the four main organizations concerned with the CLC Project; the Department of Non-Formal Education, the Department of Community Development, the Office of the Prime Minister and the Rajabhat Institutes, UNESCO-APPEAL has developed a project designed to train community leaders in compiling a community database to compiling a community database to assist in community planning and management. A component of this project has been the establishment of 15 community-level CLCs. So far, 12 CLCs have been established in 12 villages, representing four regions of Thailand, and three CLCs have been established in urban slum areas in Bangkok. The main activities conducted by CLCs include lifelong learning programmes, skills training, and the provision of news and information via the Internet. The distinguishing feature of these CLCs is that from their very inception, community members have played a prominent role in planning and setting up the CLCs.

Under this project, a set of CLC manuals for community leaders has been published and distributed to all 18 countries participating in the APPEAL-UNESCO CLC Project.

■ Future Plans

- CLCs will be established to cover all sub-districts of Thailand.
- The provision of tertiary NFE will be expanded to cover all provinces in Thailand.
- Action research will be undertaken to identify replicable models of village-level CLCs.

Uzbekistan

■ Implementing Agency

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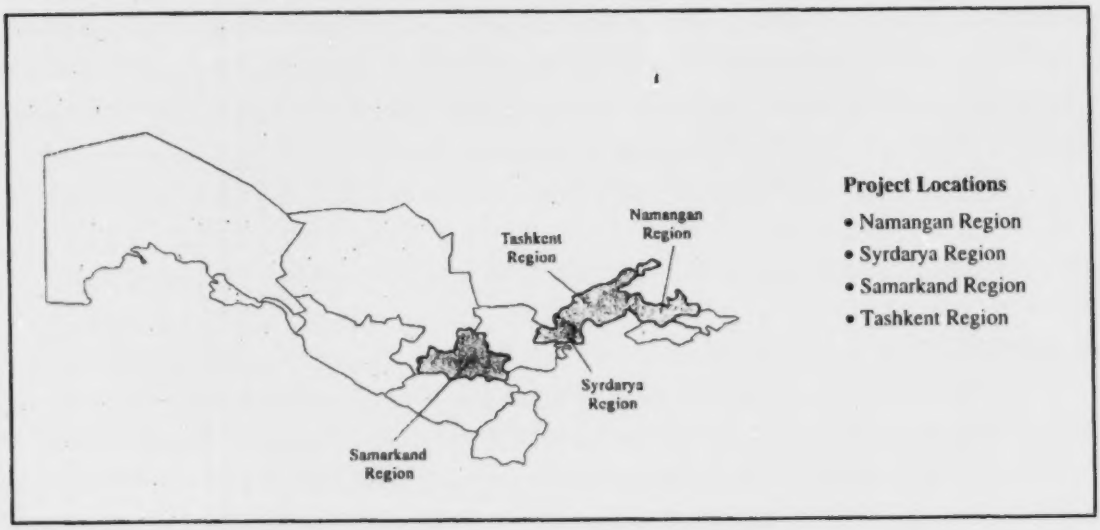
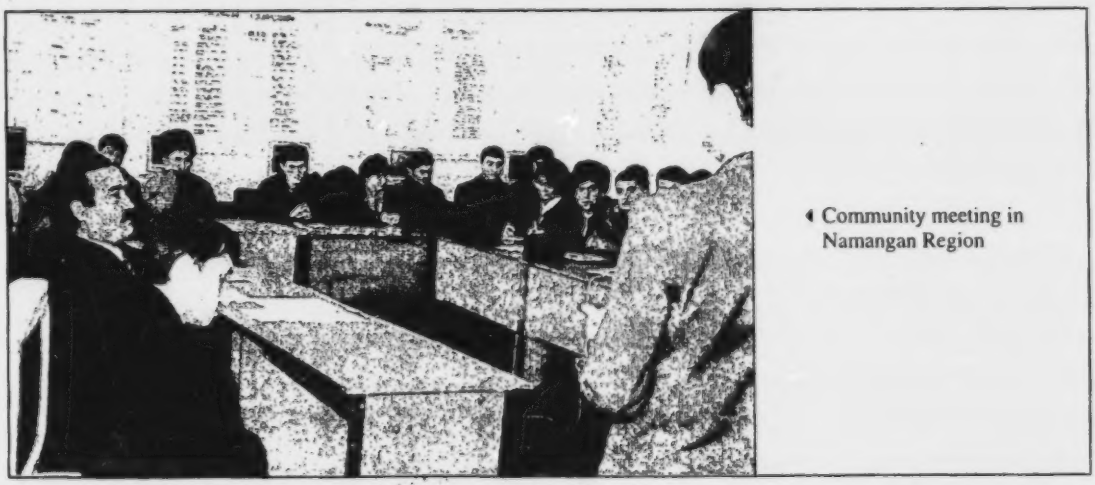
E-mail: unesco@natcom.org.uz

Contact Person: *Mr. Alisher Ikramov, Secretary-General*





◂ Community meeting in Namangan Region

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■ Activities

The CLC project is a new initiative in Uzbekistan. As Uzbekistan has a highly literate population (99 per cent), CLCs concentrate on improving access to information via the Internet and on parent/teaching training in pre-school education. The CLCs in Uzbekistan are located in agricultural and suburban areas.

The CLC in Syrdarya is named Istiqlol, which means independent knowledge and is located in the compound of the UNESCO Associate School Project School. The main functions of this CLC include childcare for 4 to 6 year old children to prepare them for elementary schools, the provision of vocational training courses such as basic computer courses, English and Latin script, and educational support for children who demonstrate special abilities (gifted children), and value inculcation. The CLC in the Namangan Region provides childcare for 4 to 6 year old children, and in coordination with the local public health care network, promotes health care activities for school children.

The Republican Education Centre, a Government research and textbook production organization based in Tashkent, is coordinating the project with technical support from the Ustoz Foundation, a national NGO for teachers, and other organizations.

■ Future Plans

- Establish two new CLCs.
- Establish new technology and an information centre in the Republican Education Centre.
- Develop and include community development and income generation programmes.
- Organize a national CLC seminar.
- Prepare a CLC manual in Uzbek and Russian language.
- Establish family education and population education courses.

Viet Nam

■ Implementing Agencies

National Research Centre for Literacy
and Continuing Education (RCLCE)
and Continuing Education Department
Ministry of Education and Training

■ Contact Details

Viet Nam National Commission for UNESCO
8 Khuc Hao Street, Hanoi
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Fax: (844) 823 0702
E-mail: unescovn@netnam.vn

Contact Person : *Ms. Nguyen Thi Hoi, Secretary General*

Project Locations

- Pu Nhung, Lai Chau Province
- An Lap, Bac Giang Province
- Cao Son, Hoa Binh Province
- Viet Thuan, Thai Binh Province
- Van Hoi, Vin Phuc Province
- San Sa Ho, Lao Cai Province

◂ A literacy class for women

■ Activities

Viet Nam started the CLC project in 1998 with four pilot centres in northern Viet Nam. As a result of careful surveys and needs assessment in selected communities, a variety of activities were started, including literacy classes for women linked to agricultural knowledge and skills training. The women also received support from UNICEF in terms of learning materials and booklets and a UNICEF sponsored small-scale credit scheme. An equivalency class at senior secondary level was started in the CLC, and this is the first time youth in this community had the opportunity to study beyond lower secondary education, since the village is located far from existing formal schools. Several cultural activities, such as traditional music and dance based on local, indigenous cultures, have been organized by the community, as well as sports activities for younger community members. The project has been possible through the full support from the local People's Committee, which is necessary in Viet Nam.

Research by the RCLCE showed that the CLCs have had a real impact on people's quality of life; many of those asked believed that the confidence, boldness and the pro-activeness of the people have been gradually enhanced. Full participation of the local communities in all aspects of the project, such as in needs assessment, project implementation and monitoring and evaluation, has not been practiced before and experience has shown that awareness needs to be promoted among bureaucrats and leaders at various levels to ensure their full support and cooperation. As a consequence of the success of the pilot CLCs in Viet Nam, the concepts and methods have been adopted by other organizations, such as UNICEF, and the National Federation of UNESCO Associations in Japan, (NFUAJ), which decided to support the establishment of 40 CLCs in Lai Chau Province.

■ Future Plans

- Make the CLCs a nationwide phenomenon, prepare a plan for expanding CLCs nationally and strengthen management and operation of four existing CLCs.
- 2001-2002: Encourage each province to establish at least one CLC as a model for expanding CLCs in other communities in the province (about 63 CLCs in the whole country).
- 2003-2005: It is expected that one CLC will be set up in each district (about 500 CLCs in the whole country).
- Conduct an impact evaluation of the project.
- Organize a review meeting and exchange project experiences among 4 CLCs.
- Organize a national CLC workshop to raise awareness amongst all policy and decision makers, monitors and supervisors at the central level.

Chapter 3

A Synthesis of CLC Experiences

Chapter Three

A Synthesis of CLC Experiences[1]

Creating an institutional arrangement for community based socio-economic development activities is not a new phenomenon. However, viewing such an arrangement as providing an organizational structure for literacy and continuing education within the framework of life-long learning processes has emerged more recently. In particular, this has been operationalized effectively through the **Community Learning Centres (CLC)** programme of the ***Asia-Pacific Programme of Education for All (APPEAL)***, UNESCO Principal Regional Office for Asia and the Pacific (PROAP), Bangkok, Thailand. The CLC programme is built on the past experience of implementing various adult, non-formal and continuing education programmes in the region and has now been in operation for several years. This chapter attempts to capture the main features of the programme, delineate the major strengths of the programme and also point out some of the challenges facing the programme as it expands in size and is initiated in more countries of the region.

■ Genesis and Evolution of the CLC as an Innovation

The CLC Project was initiated in 1995 by APPEAL with a view to shaping these Centres as potential grassroots-based institutions and as mechanisms for the delivery of basic literacy and continuing education, as well as other community development activities. One can observe that during the last five years, prompted by the UNESCO initiative and also based on the cumulative experiences of countries participating in the project, the CLC framework is emerging as an effective vehicle for lifelong learning and other community development activities in several countries of the region.

The Project is currently under implementation in 18 countries across the Asia-Pacific Region. The countries currently involved in the project are: Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Lao PDR, Malaysia, Myanmar, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, Uzbekistan and Vietnam. It may be noted that the countries where the project is in operation widely differ in geographical, demographic, ethnic, linguistic and religious characteristics. Keeping this in view, the main thrust of the project has been to promote contextual designs and adaptation to diversity that characterizes different countries in the region. Accordingly, the Project has allowed for a wide variety of activities to be carried out by community learning centres in different countries.

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1. This chapter is prepared by R. Govinda, UNESCO Consultant who is a Senior Fellow at National Institute of Educational Planning and Administration (NIEPA, India). It draws extensively from the Case Studies of Implementation prepared by various countries participating in the UNESCO PROAP Project on Community Learning Centres; it is also based on the reports of the various Review Meetings held to take stock of the implementation of the Project in different countries.

■ Community Learning Centres: Evolving Concept and Changing Context

The central focus of CLCs in all the countries has been on learning linked to enhancing the quality of life of the community. With this objective, CLCs are emerging as multipurpose organizations where education becomes organically linked to all aspects of life – social, cultural, economic and so on. Also, a serious attempt is made in all the countries to ensure that the CLCs serve commonly agreed interests decided through collective action by community members.

CLCs are therefore viewed as facilitators of a life long learning process, and not consisting of just literacy or post literacy activities. They accordingly are designed to be integrally linked to adult life style and livelihood issues. Thus, CLC activities attempt to lead the deprived and marginalized towards social and economic empowerment.

However, by its very nature, the profile of a CLC has to be a dynamic one adapting itself to the changing needs and aspirations of the people at the grassroots level. Life at the local level is also influenced significantly and continuously by developments in the larger world outside. Two contextual factors therefore are very critical in determining the meaning of CLC. The ***first*** factor is that the information and communication technology revolution has made learning an open phenomenon. The traditional concept of learning as confined to formal institutional arrangements is giving way to non-institutionalized learning. A ***second*** contextual factor that is influencing education is the process of globalization. With the gradual dismantling of barriers for investment, trade and movement of products across national boundaries, the world has virtually shrunk in size. This has directly influenced the nature of skills and knowledge required in work places. It is easy to recognize that CLCs that focus to a great extent on the productive skills of the people, have to remain dynamic institutions which accordingly must adjust to the changing world.

■ Community Learning Centres: A Brief Overview

The broad guidelines issued by UNESCO formed the basis for drawing the framework for the establishment of CLCs in different countries. The guidelines specified that the overall goal of CLCs would be to promote human and community development through life-long education for all people in the community - adults, youth and children of all ages regardless of gender, religion and class. The guidelines also suggest the following points to be borne in mind when establishing a CLC:

- CLCs will be local educational institutions outside the formal education system;
- CLCs may be located in villages or urban areas depending on the needs of the people and the context in which the country concerned is placed;
- CLCs will be set up and managed by local people through appropriate bodies with adequate representation to the participating groups; and
- CLCs will provide a variety of learning opportunities for community development and improvement of people's quality of life.

Establishment of CLCs

It should be reiterated that most countries participating in the CLC Project had had the experience of implementing community-based programmes in different sectors of development. These experiences, along with the suggestions of UNESCO, have invariably guided the establishment of CLCs in the participating countries. Following are some illustrations of how the CLC projects have come into operation in selected countries participating in the Project. For instance, the CLCs in Bangladesh, which are being implemented by the NGO called Dhaka Ahsania Mission, have evolved out of the long experience of the organization in working with adult community groups in different parts of the country. The CLC Project offered them a new opportunity to strengthen their efforts in the field. Cambodia introduced its CLC programme on the basis of three similar on-going projects, namely, the Centre Project on Community Temple Learning, the Education for Girls and Women Project, and the Community Learning Centre Pilot Project, and this enabled a ready initiation of CLCs with clearly defined objectives, thrust areas and operational strategies. In the case of China, the National Commission of UNESCO played a coordinating role with officials from two disadvantaged provinces of Gansu and Guangxi, respectively located in the northwest and southwest of the country. Six townships, with a wide coverage of ethnic groups, e.g., Han, Miao, Dong, Yao, Tibetan, Zhuang, were selected as project sites due to their unfavorable socio-economic status. From the very beginning, the Chinese Government extended full support for the Project. The CLC project in India has focused on girls' education and women's development, which is in line with the priorities set at the national level under Education for All. The emergence of CLCs in the Lao PDR could be traced back to the "Pilot Community Learning Centre Development Project" which had been jointly initiated by UNESCO-PROAP and the Government of Lao PDR in Vientiane in 1990. Myanmar first introduced the CLC initiative in 1994, and the project has now been extended to 45 villages. Papua New Guinea began its operations in 1998, again under the auspices of an NGO.

Structure and Management

It is difficult to draw any generalized conclusions on the structure and management framework adopted in different countries. This is mainly due to the fact that while in some countries, CLCs have been set up directly under the education department of the government, while in several others, they have been established with the assistance of an NGO.

In Cambodia, China and Lao PDR, CLCs form an integral part or an extension of the non-formal education system under the national education system. The management framework also therefore derives from within this arrangement. It is similar in Bhutan where CLCs have emerged as the main providers of literacy and continuing education to adults. The CLCs in Myanmar, Papua New Guinea and Vietnam, on the other hand, are managed through specially constituted managerial committees at different levels that oversee the construction of CLCs and their operational processes. In some member states, professional institutions have played an important role in designing and

coordinating the field interventions. For instance in China, the Gansu Institute of Educational Research has played an important role. The Indian case is different again. A CLC which focuses on evolving innovative prototype programmes for empowerment of rural women has been established and managed by a professional research institute, namely, the Indian Institute of Education located in Pune. Considering the vastness of both countries, India and China seem to have chosen to adopt a localized and somewhat limited operation for the CLCs.

A feature common to the management of CLCs in all countries is that all of them have attempted to involve the local community members in designing and managing the CLCs. This has been achieved in all the cases by giving adequate representation for local community members in the management committees. In some cases, depending on the nature of programmes, issues are largely decided by the participants of the CLCs. This has been done keeping in view the fact that the participants are all adults with their own social and occupational priorities. This is the case in Nepal, where the management is undertaken with the help of community groups, including the CLC participants. Such an approach has helped instill a sense of ownership among the participants and has also ensured the optimal utilization of the resources provided to the CLCs. In some countries such as India, there has been an attempt, albeit informally, to link the management of the CLC with the local self-government bodies, which consist of democratically elected representatives.

Some countries have attempted to achieve linkage and networking with existing institutions in the local areas. For instance, in Gansu Province of China, the project managers have attempted to make full use of local schools as CLC sites with teachers, together with local expertise, working as part time tutors for farmers. In addition, Guangxi Zhuang Autonomous Region tried to utilize the existing adult training facilities for CLC activities. Several CLCs run by Dhaka Ahsania Mission in Bangladesh have also tried to bring together the CLCs and the local primary schools by extending the CLC facilities to teachers and students and by involving the school teacher actively in the management of the CLC. Such an attempt for integration can be found in several other countries also. This is a positive step, as it not only optimizes resource utilization, but it also paves the way for increased local participation and sustainability of the project efforts.

On the whole one can conclude that the management framework in each case has evolved according to the local context, and the involvement of the local community members has been a constant feature in all cases. The main concern seems to be in maintaining the non-formal nature and grassroots orientation of the CLC set up. Accordingly, there has been a deliberate effort made to keep it less rigidly structured.

Functions and Activities Implemented

The functions performed and the activities carried out at the CLC are too varied and enormous to be captured in this chapter. They seem to have been fully determined by the local needs and demands. For instance, some countries seem to utilize CLCs for basic literacy classes along with other community development activities. In several other

countries such as Thailand and Malaysia, CLCs have essentially become centres for continuing education, focusing mainly on skill development and income generation activities. A broad classification of activities conducted in the CLCs could read as follows.

1. Education and training
    - Literacy classes
    - Library based activities
    - Provision of education and skills training
    - Promotion of lifelong learning
    - Training of non-formal education personnel
2. Community information and dissemination of resources
    - Community information and library services
    - Advisory and counseling services
3. Community development
    - Community development projects
    - Participatory future planning
4. Coordination and networking
    - Linkage with existing local educational institutions
    - Linkages between Government and NGOs
    - Linkage between traditional village structures and official administrative structures

It should be noted that the activities and functions performed by CLCs in participating countries vary widely and the above categorization does not fully capture all types of programmes conducted in CLCs. However, a study of country CLC reports reveals certain broad trends in the region.

All countries have focused on contextualizing the activities to local demands and conditions. They are also influenced by the traditional occupational patterns and preferences of the local community. Some countries have broken new ground and introduced new skills that link the lives of the people with the emerging market reality. This has led to the adoption of new work environments, and in rural areas of adopting new and more profitable agricultural practices. Indirectly, the effect has been the creation of avenues for enhanced earning. For instance, the CLCs of China have adopted rural poverty alleviation as the explicit and overriding goal of the CLC programme. This has significantly influenced the nature of the activities conducted in the CLCs.

Supportive Role of Government and other Agencies

The CLC Project is conceived as a long term, self-sustaining programme. It is expected that in the initial phase, CLCs will need continued support from Governments at national and local levels, as well as from NGOs and international organizations. However, when communities have become experienced and confident enough to feel a sense of

ownership, they will completely take over the management of the centres. The main role of organizations at national and local levels is to help develop the management capacity of community people, as well as local professionals through various training programmes. The review of country experiences reveals that the governments in most countries have shown a positive attitude towards the effort. However, there is much more to do to ensure that the CLCs get fully integrated into national non-formal and continuing education programmes.

Overall Observations

The above observations clearly highlight the varying contexts in which CLCs have emerged, and also the various strategies adopted in different countries. However, a few broad observations can be made about the establishment of CLCs and the objectives they are pursuing. Firstly, the CLC programmes in all the countries focused on adult learning linked to enhancing the quality of life of the people. In particular, one can observe that the primary emphasis has been on poverty alleviation and promotion of quality of life, especially of the rural poor. Secondly, CLCs have clearly developed into multipurpose organizations where education gets organically linked to all aspects of life – social, cultural, economic and so on. The third important feature is that the CLCs serve commonly agreed interests decided through collective action by community members. Programmes and activities are not forced on the community members merely because they have been designed as common inputs for all the Centres at the national or provincial level. Decisions on the nature of the CLCs have invariably been taken at the local project level.

Three characteristics seem to distinguish CLCs from many other educational establishments. First is the fact that establishing a CLC is not like establishing a school. This is because, right from the beginning, it is ensured that CLCs do not get stuck with an externally prescribed, standard curriculum. Also, CLCs avoid being rigidly linked to any specific age group. The second distinguishing feature is that the CLC is not a part of a supply system based only on the availability of funds and based on a nationally prescribed project framework. Rather they are all established in response to the demands of the Community. Such an approach to designing and establishing CLCs have given them a dynamic character, allowing them to continuously adapt to changing socio-economic settings. Thirdly, by not limiting the access to any specified age group, the CLC has been an educational centre and an *open house for community dialogue and interaction*. Thus, it has brought the core problems and issues of community development to the centre stage of the CLCs. Though not uniformly effective, this has also thrown open the possibilities for more meaningful coordination between different sectors of development and community life such as education, health, culture, economic activities and so on.

Synthesizing the experiences across different countries of the Asia-Pacific region, one can discern three broad strands of activities. The first set of countries are those where the CLCs focus on basic literacy and post-literacy activities along with some vocational training. This is the case in countries with relatively low literacy rates and slow

economic growth, such as Bhutan and Bangladesh. The second set of countries are those which are newly industrialized and which have relatively high literacy levels. In these countries, the focus is mainly on income generation, employment related and entrepreneurship oriented activities. Several countries of East and South East Asia present such examples. The third broad trend is represented by those countries which have high literacy levels and are in the process of political transformation to a liberal democracy. CLCs in these countries focus on re-skilling the people to adjust to the changed framework of economic operations and communication patterns. The countries in the Central Asian region could broadly be classified under this category.

It should be remembered, however, that no country is homogenous across all regions and population groups. Even the most developed countries have specific geographical pockets and population groups that do not fit the general characterization of the country. For instance, large countries like China, India and Indonesia have diverse populations with a variety of needs and aspirations. Therefore, the above broad statements should be regarded only as an indication of the evolving trends in the region, and not as a clear-cut characterization of any particular country.

■ Strengths of CLCs: A Review of Positive Signals from the Field

The CLC Project began as a pilot innovative initiative to develop a workable model for learning opportunities for the vulnerable sections of a country's population. A review of the experiences from different countries points to several important features. This section attempts to summarize and emphasize some of the strengths of the Project implementation process.

Field Level Operations Begin with Mobilization of the Local Community

The CLCs have made people's involvement paramount. A traditional approach to creating adult learning facilities can be characterized as a supply-oriented arrangement; people's involvement begins only when the project is initiated. Alternatively, CLCs begin with mobilizing the people, raising their motivation and awareness and assessing the needs and aspirations of the community members.

A review of the processes adopted under different projects seems to adhere to the principle that *local conditions and demands of the people determine the nature of CLCs.* In order to achieve this, it is ensured that community members' involvement is made a prerequisite. Thus, the CLCs operate under a demand-based paradigm rather than as a supply-oriented initiative.

Community Decision Making

A second feature that emerges from the review is that CLCs have made community based decision making the backbone of the programmes. Community members, often the learners participating in the CLC activities, get involved in decision making at all the stages of designing and implementing the CLC programmes. For instance, community members identify the location of the CLC. In many cases, the space required for the

CLC is provided by the community. It may be noted that in many government sponsored programmes, finding a suitable place to construct the learning centres is one of the major problems.

Involvement of the community members is ensured, even after the establishment of the CLC, as the management of the CLC is also participatory. Community members get involved in designing a locally relevant curriculum, and in mobilizing local resources to ensure the activity is successful. This approach has undoubtedly generated a sense of ownership among the people. Community involvement has also ensured that the utilization of CLC facilities is maximized and is linked to the life style and core problems faced by the community.

No Imposition of Uniformity– a Typically Homegrown Phenomenon

One often finds that projects initiated through national and international agencies bring with them a package of programmes and activities to be implemented by all the learning centres. Such external impositions have been completely avoided in the functioning of CLCs. Each CLC is a home grown phenomenon, addressing the interests and problems of the local people at the micro-level. In some of the project sites, detailed micro-level resource mapping exercises have been undertaken to determine the nature and focus of the programmes to be carried out in the local CLC. For instance, as already noted, some CLCs continue to focus on basic literacy training, while others deal mainly with skill development for enhanced earning capacity and community development. The main consideration when designing CLC activities is their ability to improve the 'quality of life of the people', in particular the underprivileged sections of the society.

Catering to the Needs and Interests of All Age Groups

An important feature of the Project is that the CLC is not just an adult education centre. It is conceived and implemented as a broad based learning centre that caters to the needs and interests of all sections of the local population. The age of the beneficiaries, the types of programmes to be organized, the people who will act as facilitators, the kinds of material to be used - all of these factors are viewed with an open mind. Many centres cater to the learning needs of all age groups and categories of individuals, for example, out of school children, youth, as well as adults. Consequently, the emphasis has been on allowing for more variety and flexibility in designing CLC activities. It is based on the principle, "the wider the range of activities, the greater the participation and therefore, the greater the sense of collective participation and ownership among community members."

Cultural and Entertainment Activities are Integral to the CLC Functioning

It is recognized that if CLCs develop as truly community-based organizations, they have to be integrally linked to the social and cultural life of the people. With this in view, CLCs in most of the countries have allowed for a variety of cultural and entertainment activities to be part of the regular functions. This seems to have had several positive

effects on the functioning of the CLCs. In many poor villages, CLCs have become the central place for community dialogue and interaction. It has also attracted local leaders and educated youth to be associated with the functioning of the CLCs. Further, it has facilitated better linkage between education and other sectors of socio-economic development. In summary, CLCs are becoming effective multi-purpose centres for community development, which significantly enhances their sustainability.

Linked to the Economic Life of the People

Core CLC activities are closely linked to the economic life of the people - the conditions in which they live, the infrastructure and other facilities available, the occupations they have traditionally pursued, the skills they have already acquired through informal learning processes, and the potential the local setting holds for faster socio-economic transformation. An important part of this is that the needs, interests and aspirations of the people, and the available resources that can be mobilized are all identified through participatory exercises. This linkage with the living conditions of the people and their economic life has ensured that the programmes and activities of the CLCs gain acceptance among the community members.

Attempt to Network CLCs within the Country

An essential component in the establishment of the CLC project has been the creation of a network of CLCs and also the establishment of close relationships with other similar initiatives in the local area. Many countries have made an earnest effort to establish such inter-linkage and networking arrangements. It should be acknowledged that this is a difficult part of the exercise in many countries. With CLCs emerging with localized concerns and problems, and with other projects pursuing pre-specified goals and strategies, uniting through networking has been a slow process. However, wherever progress has been made in this direction, it has provided tremendous scope for sharing and replication of innovations.

Inter-country Planning and Review Exercises

As part of the global framework of the Project, the UNESCO has been bringing together project managers from different countries on a periodic basis. The central purpose of these meetings had been, through joint exercises, to present an overview of the activities implemented, review the progress made and plan for the future. In addition, there has also been an attempt to facilitate on-site interaction among project implementers and field functionaries through study visit programmes. This has had two advantages for the participants. First, it has promoted shared learning among the countries and the examination of experiences in varying contexts. Secondly, it has helped maintain a high level of visibility and accountability. Indirectly, these exercises have become effective tools for monitoring the progress of CLCs and generating case studies of success stories.

Emerging Interface between CLCs and LRCs Supported by ACCU

It may be noted that the UNESCO CLC project has been operating in close collaboration with the programmes of the ACCU, which has been implementing literacy development activities in many of the CLC project countries. In particular, there has been a close interface between the CLC project and the Literacy Resource Centre (LRC) initiative of the ACCU. The LRCs focus on creating resource centres for literacy and non-formal education that are fully equipped with modern information and communication technology and an online literacy database. The linkage with these LRCs have, therefore, made it possible for many of the grassroots based CLCs to access modern communication technologies and also a dynamic data base on literacy status and activities.

■ Development of CLCs: Meeting the Challenges

Many countries have had no facility within the local community environs to provide continuous learning opportunities for the people. In many places, only the local school, designated as a centre for education of young children, has been available. In many cases, even the local schools have been dilapidated and ineffective in spreading literacy and learning among the people of many remote rural pockets. Under these circumstances, the CLCs have come to effectively fill the vacuum and provide an institutional framework for life long learning and community development.

This euphoria regarding the success of CLCs may be short lived if they fail to adapt to the changing socio-economic reality in the larger world. Also, many processes initiated under the programme need closer examination for their continued effectiveness and sustainability. It is therefore pertinent to point out some of the critical points regarding the CLC project, some of which are highlighted below:

Sustaining the Participatory Process

Participatory thrust among the community members is the backbone of CLCs. In the initial phase there has been tremendous enthusiasm, not only among the community members but also among the project functionaries, to maintain a participatory spirit. Participation is not just a set of actions involving the people. Rather, it represents an attitude or mindset which has faith in the capacity of the people to determine their own life and future. This does not apply only to the people managing the project but also to the people themselves. It should also be noted that mobilizing and organizing people is not a one-shot affair. It has to remain a permanent feature throughout the project implementation process. Therefore, the challenge facing the CLC project is how to maintain the participatory thrust beyond the initial phase and make it a regular feature of the CLC planning and management framework.

Transcending the Limits of the Small World of the Local Community

While participatory decision making has to be emphasized, it is possible that the local community is unable to see a larger scenario beyond the confines of the small world they live in. It is easy to recognize that this will not do in the long run if the purpose of the CLC Project is to transform the socio-economic reality of communities and improve the quality of life of the people. It demands placing before the local community a larger vision of progress and prosperity beyond their traditional styles and means of living. It is essential that CLC programmes help open the eyes of the local people to the larger reality of the world, which is changing so fast that it is difficult to correctly assess its impact on the life of the common people. Globalization and free market orientation, which have direct implications for the productive life and capacities of the people, are knocking at the door of every country. This is even changing the nature of access to new knowledge and the processes of knowledge generation and transmission. CLCs cannot remain oblivious to this emerging reality. However, it is also not desirable that fanciful activities and programmes are introduced, ignoring the immediate needs and aspirations of the people. Therefore, the challenge is how to balance between the emerging demands of the larger reality and limited local vision and aspirations.

Capacity Building at Local Level

A critical component essential for the success of the CLC Project is capacity building at the local level. The functioning of the CLC in a sustained fashion depends on the ability of the local level organizers to continuously assess the needs of the community, and design activities that meet the changing demands of its socio-economic life. In the initial phases of the project, many countries took a proactive step in this direction by providing external expertise and guidance to the local functionaries. However, this is not sustainable on a permanent basis and therefore should be replaced by local capacities that can design and implement innovative programmes in a continuous fashion. The experience of many education project initiatives shows that unless conscious efforts are made to replace external expertise with local capacities, the project activities remain superficial and will not continue beyond a point of time. This is another challenge facing the CLC Project; how to ensure continuous capacity building processes at the local level so that the dependency on external expertise and guidance can be minimized.

Financial Sustainability of the CLC Initiative

The CLC project entered the non-formal education scene in many countries as a UNESCO pilot project.Accordingly, funding for the initial project initiative has come from UNESCO. However, if the pilot project has to be taken to its logical conclusion, the project initiative has to be expanded within the country and adapted to the changing local conditions. Obviously, the financial input required to sustain and expand the programme is large. It is heartening to note that some countries have succeeded in mobilizing funds from the national budget or other sources. However, several other countries may not be able to do so. How to ensure the availability of financial resources for continued and

expanded implementation of the project is a serious question in many countries. There is a danger that the project may disappear from the scene if resource mobilization for the project beyond the pilot phase is not addressed well in advance.

NGO-Government Interface

Currently, the Project is being implemented in different countries through different agencies - NGOs as well as government agencies. It is important to reflect on the role of the NGO or the government in the long run. This is particularly important when the project goes into an expansion phase. It is well known that NGO implementation has several advantages in terms of efficiency and effectiveness. However, the outreach and access of any NGO is always limited. It may be easier for further expansion and adoption of the CLC project within the national programme framework in places where the government agencies are directly involved. However, experience shows that large-scale implementation by government agencies tends to bureaucratize the activities and reduce the effectiveness of the project initiatives significantly. Should the NGOs transfer the responsibility to the government agencies in a gradual fashion in order to spread the processes on a large scale? Or, should the project be essentially managed by the NGOs in order to maintain higher levels of efficiency and effectiveness? These and several other related questions have to be dealt with in the years to come.

Sustainability does not Depend Only on Availability of Funds

Often, sustainability questions are limited only to the availability of finances. However, we have to recognize that in a project such as the CLC, continuous change and renewal in the nature and contents of the programme is an essential component for sustainability. This requires progress through cumulative learning and feedback. The challenge is how to set up a programme of empirical research, documentation and dissemination that promotes change and renewal on a continuous basis. It is, of course, important that two features characterize the research and documentation efforts. One is that the focus is placed on the impact of the activities and the approach is not merely evaluative in nature. Rather, the focus should be on the process dimensions of implementation and should not be unduly judgmental. The second feature of the research and documentation programme is that it should be simple and participatory, involving the people themselves, and that it be embedded in the grassroots reality in which the processes of change and transformation take place.

Conclusion

In conclusion it may be said that the CLC project has not provided a definitive model for emulation. Rather, it has set in motion a new initiative for providing learning opportunities to the people hitherto unreached and empowering them to transform their own lives. The future course of action is obviously dependent on the way the larger education establishment views this initiative and allows for its incorporation into national policies and programmes. The main strength of the CLC effort lies in its flexibility and openness. Each country has to reflect its own questions and determine unique solutions relevant and workable in the local context. The synthesis of experiences presented above facilitates this process of reflection by highlighting the positive features of the CLC initiative and the challenges that have to addressed in the years to come.

Chapter 4

Resource Development for Supporting CLCs

Resource Development for Supporting CLCs

Community participation and ownership are the most crucial aspects for the long term sustainability of the CLC Project. However, it is not realistic to assume that CLCs will run well once community people have the ownership. In order to operate effectively, CLCs require adequate human, material and financial resources.

This chapter describes APPEAL's technical inputs for resource development to support CLCs under the existing regional project on capacity building of literacy and continuing education personnel. Suggestions made by participants during the Review Meetings are also included in this chapter.

■ Project on Capacity Building of Personnel

In 1999, APPEAL launched the project on capacity building and resource development for strengthening implementation of literacy and continuing education programmes.

The overall objective of the project has been to strengthen Community Learning Centres through capacity building, development of training manuals and materials and dissemination of experience through the existing network of APPEAL, such as the National Co-ordination Committee for APPEAL (NCCA), APPEAL Research and Training Consortium (ARTC) and Literacy Resource Centres for girls and women (LRC), listed in Annex 3.

Specific objectives of the project are to:

- Develop new sets of manuals for middle and grassroots levels adapting existing APPEAL materials (such as ATLP, ATLP-CE, AMPM, AJP materials);
- Train CLC personnel, including district level managers, supervisors, trainers and curriculum and materials developers; and
- Synthesize and disseminate practical experience of CLCs in participating countries through publications, the Asia-Pacific Literacy Data Base and partner agencies.

The project focuses on the following areas:

- Materials development and Clipart
- Teaching-learning of NFE
- Planning and management of CLCs

The schedule of activities under this project is:

Phase 1 (1999-2000):

- Workshops on handbook development
- Upgrade of Database

Phase 2 (2000-2001):

- Finalize the handbooks
- Regional training workshops
- Upgrade Database

Phase 3 (2001-2002):

- Training workshop at the country level
- Compilation and dissemination of experience through publication and database

The project has emphasized the continuous interactions with grassroots through CLCs during the process of preparation, testing and finalization of resource materials, in order to make them practical and useful for the grassroots personnel.

Furthermore, the project intends to use the Asia-Pacific Literacy Database as an on-line communication tool to disseminate the resource materials and obtain feedback from the users in member states.

■ Strategies for Resource Development to Support CLCs

CLC review meetings invited the participants to contribute suggestions for effective strategies for the development of resources to support CLCs based on their national experiences. Participants identified a need for the following:

- political commitment and support at national and local level for CLCs;
- capacity building of CLC personnel with regards to planning and management, teacher training knowledge and skills and technical expertise;
- materials for planning, management monitoring and evaluation, training and teaching (e.g. modules) and specific technical fieldwork;
- equipment (material production and teaching), furniture, and a library, including a mobile library;
- financial resources for training, materials, expert fees, equipment and personnel; and
- funds for expansion.

■ Resources and Strategies for Expanding and Sustaining CLC

Discussions during the review meetings were extended to explore the resources to expand and sustain CLCs in the future, particularly after the project phase. The following are the main points suggested during the meetings:

Sustainability

- ownership by the community: activities including literacy, recreation, new knowledge, training and income generation based on local needs;
- self-generated resources, including human resources, materials, funds and facilities;
- demonstration, process and practice oriented activities;
- convergence with other social development programmes; and
- continuous support from outside experts to cope with changing needs.

Expansion

- political support, which may be generated through research outcomes and seminars for high officials;
- development of concepts of CLCs based on the local context;
- organization utilizing existing resources to make CLC multi-functional;
- networking with local expert agencies, such as universities, for technical support and supervision;
- mobilizing financial support from government and international donors;
- synthesis of CLC experiences and exchange of information through publication and other multi-media; and
- capacity building of local key personnel to obtain expertise about local development.

Indigenous Technologies and CLCs

"Traditional knowledge", including knowledge of local technologies, also called "indigenous technologies" is not merely an unchangeable or static knowledge. With time it undergoes modifications according to individual and common experiences. The used techniques are the results of observations and experiences, which each new generation will test, verify and examine through new experiences. Inappropriate knowledge or unsuitable techniques will be left unused and gradually disappear, while new experiences will be translated into new techniques and transferred to new generations.

As most of the ***indigenous technology*** has proved to be ***sustainable*** within its framework, it has an important role to play within a globalizing world, where modern and advanced technologies are often alien, not sustainable and appropriate within an indigenous setting. Indigenous technology not only covers the development and use of utensils, but in this case, also a frame of mind related to the perception of the environment. A CLC working within an indigenous community must therefore develop an appropriate approach, using indigenous technology as a key element in the development of its activities.

The introduction of new knowledge or ***modern technologies*** has to be carefully considered, in order not to generate any negative cultural, sociological and environmental impacts. Learning in this case cannot be based on a one-direction transfer of knowledge, but should be an interactive process between the community and any outside agency in sharing appropriate knowledge. In the process of interaction between scientific and indigenous knowledge, new knowledge should be assimilated within the traditional knowledge, creating what is called cross-knowledge and leading to localization of transfer.

There is a general consensus that adaptation of ***material development*** by the local communities using indigenous technology can be one of the most effective approaches of the CLC movement. The development materials can take many forms. It can be in the form of oral stories, songs, dances, etc. This indigenous knowledge can be recorded and transferred through modern materials such as printed and AV materials, cassette tapes, booklets, video tapes, media players/receivers and even IT.

Information Technology (IT) and its Impact on CLCs

Today the world is experiencing a new kind of revolution: from an agricultural to an industrialized to an information society. Computers (PCs) are becoming common in many countries, and networks are being established, such as Local Area Networks (LAN) and the Internet. UNESCO's policy supports the free flow of information in today's information age.

Non-formal education has taken advantage of the many and various opportunities to make information technology an integral part of education and training strategies in the CLCs' operational activities. CLC-advocates believe that IT could pave the way

for lifelong education, and eventually pave the way towards the development of a learning society, a necessity in the 21st century, in the age of globalization and for the promotion of sustainable development.

One way to take advantage of the computer revolution is through the use of local PCs in education and training programmes. Interactive software can quite easily be developed and disseminated, for a reasonable cost, on diskettes or CD-ROMs. Interactive software may be particularly applicable for post-literacy and continuing education programmes.

An Internet revolution seems to be in the making. Computers all over the world can be connected through networks, using communication technology such as telephone lines. It is expected that the number of users on the Internet will reach around one billion people by the year 2003. A widespread constraint is the rather high cost that limits the number of users, especially in the poorer segments of the population. Some countries are also reluctant to allow a free flow of information. Accessibility may be further enhanced in the future by linking Internet with TV cables, satellites and even the mobile phone network. The Internet is a huge library with every kind of information available, including pictures, video clips, text, games, and music.

The Internet will probably strongly influence education and business in the future. Education may be delivered through distance education, and the location of teacher and learner may not be important. Electronic commerce (e-commerce) may empower small companies and small-scale enterprises since it does not matter how big or small a company is when the company or group wants to sell products via the Internet. If the Internet is accessible in remote rural areas, people will have the opportunity for income-generation through selling their products to suppliers or customers anywhere. A hill-tribe population in Thailand is currently undertaking a small-scale e-commerce project linked with education. The community has set up a website and is promoting and selling local handicrafts via the Internet.

Some implications for the Community Learning Centres will be that all kinds of computer knowledge will be considered important. Knowing how to use a PC, how to use software and how to use the Internet will be essential. Distance learning and the use of the Internet as a resource base/library will probably be expanded. Since English is the international language of communication on the Internet, the learning of English as a second language should be promoted. A large amount of information is only available in English, and international communication, such as via e-mail, usually takes place in English. E-commerce may be one way to empower small-scale businesses and enable people in remote areas to reach out and sell their products.

The current major constraint is that computers and the Internet are widespread, first and foremost, in rich and developed countries. Within developing countries, it is common that modern information technology is limited to urban areas. Hence, an important challenge will be to promote the expansion of technology to rural remote areas and train the local people in the applications of IT for the purpose of community development.

Chapter 5

Regional Cooperative Mechanisms for Supporting CLCs

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Regional Cooperative Mechanisms for Supporting CLCs

As a regional project, the UNESCO-APPEAL CLC project has mobilized the resources and capacities of many institutions in the region. This chapter introduces the existing networks that support APPEAL and the CLC project, as well as the agencies that participated in the CLC review meetings. Discussions during the meeting about this subject are summarized as inputs from the member states for strengthening regional cooperation in the future.

■ APPEAL Resource and Training Consortium (ARTC)

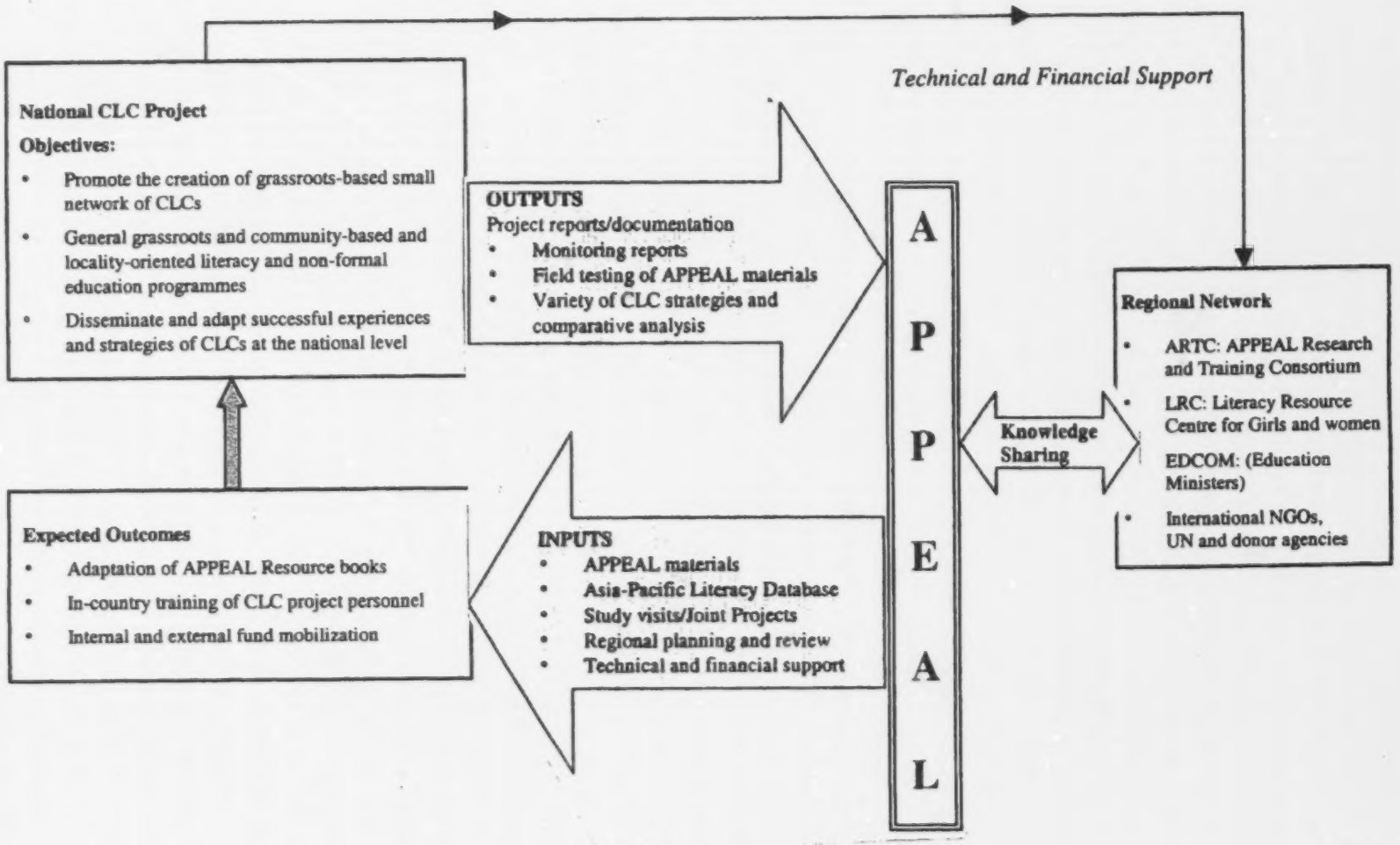
APPEAL's programmes in the Member States are supported and organized by a regional network, the APPEAL Resource and Training Consortium (ARTC). This regional network is an inter-country cooperative institutiona! mechanism that serves as the 'technical arms of APPEAL'. The ARTC is designed to promote and facilitate APPEAL's mission of attaining the goal of EFA and lifelong learning in the Asia and Pacific region. There are 10 member institutions:

- Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan
- Dhaka Ahsania Mission (DAM), Bangladesh
- Northern Territory University, Australia
- Indian Institute of Education (IIE), India
- Institute of Rural Advancement (INFRA), Malaysia
- UNESCO International Research and Training Centre for Rural Education (INRULED/UNESCO), People's Republic of China
- Korean Educational Development Institute (KEDI), Republic of Korea
- Department of Non-Formal Education, Thailand
- Directorate of Out-of-School Youth and Sports, Indonesia
- Regional Centre for Educational Innovation and Technology (SEAMEO/INNOTECH), Philippines

APPEAL is working closely with various partners to promote Community Learning Centres as models for community development and lifelong learning. These partners include UN agencies, donor agencies, Governments, ministries, international and national NGOs. Literacy Resource Centres for Girls and Women (LRCs) and the National Federation of UNESCO Associations in Japan (NFUAJ) are close partners of CLC projects.

The chart describes the linkages between agencies at the regional, national, district and community levels. In particular, the resource development discussed in the previous chapter can take place effectively when these organizations can become actively involved in the process.

CLC Regional Cooperative Mechanism


Technical and Financial Support
National CLC Project
Objectives:
• Promote the creation of grassroots-based small network of CLCs
• General grassroots and community-based and locality-oriented literacy and non-formal education programmes
• Disseminate and adapt successful experiences and strategies of CLCs at the national level
OUTPUTS
Project reports/documentation
• Monitoring reports
• Field testing of APPEAL materials
• Variety of CLC strategies and comparative analysis
A P P E A L
Knowledge Sharing
Regional Network
• ARTC: APPEAL Research and Training Consortium
• LRC: Literacy Resource Centre for Girls and women
EDCOM: (Education Ministers)
• International NGOs, UN and donor agencies
Expected Outcomes
• Adaptation of APPEAL Resource books
• In-country training of CLC project personnel
• Internal and external fund mobilization
INPUTS
• APPEAL materials
• Asia-Pacific Literacy Database
• Study visits/Joint Projects
• Regional planning and review
• Technical and financial support

Agencies that participated in the Review Meetings

The following agencies attended the review meetings:

- Asia/Pacific Cultural Centre for UNESCO (ACCU), Japan;
- Food and Agriculture Organization (FAO) Regional Office, Thailand;
- National Federation of UNESCO Association of Japan (NFUAJ); and
- UNESCO Early Childhood and Family Education Unit, France.

A brief introduction of these agencies is contained in the annexes. These agencies presented the possibility of strengthening the regional network and accessing information available in the region.

Access to Agencies

Participating countries can get further information by:

- Sending an e-mail to each agency c/o the person who attended the meeting; and
- Accessing the Asia-Pacific Literacy Database (http://www.accu.or.jp/litdbase) and FAO web-site (http://www.fao.org).

Possible Joint Activities

1. Participation in workshops organized by different agencies, for example:
   - Terakoya Project personnel may join LRC Capacity Building Workshop organized annually by the ACCU; and
   - CLC personnel may join FAO training workshops at the country level, such as farmer field schools.
2. Information linkage through web-sites of each agency
3. Increased linkage between Terakoya and CLC through:
   - Joint review meetings/seminars of CLCs and Terakoya project; and
   - Information distribution about CLCs and Terakoya through Asia-Pacific Literacy Database.

■ Suggestions for Inter-country Activities in the Future

Participants of the review meetings discussed possible inter-country and regional co-operation programmes to support CLCs, a summary of which is presented below:

- Regional workshop/seminar/meeting for joint training, review, evaluation and planning;
- Study tours and internship programmes for CLC practitioners;
- Sharing of teaching-learning materials developed by CLCs;
- Exchange of resource persons for national level workshops;
- Joint action research;
- Joint publication of annual CLC report and development of audio-visuals;
- Use of the Internet for exchange of information; and
- Partnership with international/bi-lateral agencies.

Annexes

Annex 1

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Annex 2

Asia-Pacific Programme of Education for All (APPEAL) Report

■ Introduction

The Asia and Pacific Programme of Education for All (APPEAL) was launched in New Delhi on 23 February 1987. It originated as a recommendation of the Fifth Regional Conference of Ministers of Education and those Responsible for Economic Planning in Asia and the Pacific (MINEDAP V, Bangkok, 1985) and subsequently the resolution was unanimously adopted by the twenty-third Session of UNESCO's General Conference (Sofia, 1985).

APPEAL's programmes and actions have been designed to respond to the recommendations and resolutions of UNESCO's General Conference and its Medium-Term Strategy (1996-2001), the World Conference on Education for All and other regional consultations with member states such as MINEDAP VI (Kuala Lumpur, 1993) and Meetings of the Intergovernmental Regional Committee on Education in Asia and the Pacific (Bangkok, 1996 and 1998).

■ Strategies and Modalities of APPEAL

The overall strategy of APPEAL is to promote life-long learning through the integration of all aspects of educational planning including **Eradication of Illiteracy; Universalization of Primary Education;** and, **Promotion of Continuing Education**. This integrated approach has been emphasized in APPEAL since isolated efforts to promote literacy and primary education as well as continuing education have not succeeded over the past decades.

APPEAL's assistance to the Member States has been through co-operative planning, consultation and organization of regional, sub-regional, national and local level programmes. The main focus of the activities may be categorized in the following areas:

1. Policy level discussions about EFA with member states
2. Development of technical and human resources in literacy and continuing education
3. Support of innovations at the grassroots level
4. Expanded scope and target population for achieving EFA
5. Development of Regional Network in literacy and continuing education

A brief description of each area is given below:

Policy level discussions about EFA with member states: As an inter-governmental organization, UNESCO PROAP has provided member states in the region with a forum on EFA through regional and sub-regional meetings. These meetings have identified critical issues concerning EFA and also suggested the directions of APPEAL's work in EFA in the region.

APPEAL organized Meetings for Regional Coordination of APPEAL in 1988, 1990 and 1992 to review the progress and develop strategies for achieving goals of EFA with the member states in the region. Replacing the Regional Consultations of APEID and Coordination of APPEAL, an integrated 'Regional Committee on Education' (EDCOM) was established to plan, monitor and assess all PROAP's activities in the area of education. The first EDCOM was organized in June 1996 and the second one was organized in November 1998. While EDCOM covered all education activities including post primary and higher education, APPEAL organized a symposium on basic education and lifelong learning in September 1998, attended by regional experts and focusing on the promotion of basic education.

APPEAL also has undertaken a regional overview of progress of EFA since Jomtien as part of the Global EFA review exercise. Seminars on Mid-decade Review of EFA were organized in Vietnam in 1995 for East & Southeast Asia and Pacific and in Pakistan in 1996 for South Asia. The outputs of these Seminars were the important inputs for the Global Mid-decade Review of EFA exercise held in Amman, Jordan in June 1996. Currently, the Global EFA Assessment has been carried out by a Regional Technical Advisory Groups (RTAG) in each sub-region of East, South and Western, Central Asia and Trans-Caucasus and the Pacific.

Development of technical and human resources in literacy and continuing education: One of the major achievements of APPEAL was the development of a systematic adult literacy curriculum framework as well as a training and delivery system. APPEAL Training Materials for Literacy Personnel (ATLP) was initiated in 1985 based on the survey results conducted by APPEAL. The twelve volumes of ATLP were developed through a series of expert meetings and field-level testing, which was finalized in 1991. Eight volumes of ATLP for Continuing Education (ATLP-CE) were also developed under a similar development process used for the ATLP. ATLP and ATLP-CE present a comprehensive view on literacy and continuing education, including the principles of curricular, basic responsibilities of literacy personnel, resource development and training procedure, exemplar manuals and monitoring and evaluation. These materials have been translated in several countries in the region and used as resource materials for training programmes at the national and sub-national levels.

APPEAL Manual for Planning and Management of Literacy and Continuing Education (AMPM) in four volumes were developed in view of the situation that planning and management of non-formal literacy and continuing education programmes are less developed than those for formal education programmes. AMPM covers the following four areas of literacy and continuing education: policy framework, planning, management, monitoring and evaluation. APPEAL organized a series of training workshops at the regional level, and also supported national training workshops and the adaptation of AMPM.

Since 1980, the ACCU (Asia/Pacific Cultural Centre for UNESCO), in cooperation with UNESCO PROAP, has carried out the **Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (AJP)**. The AJP materials have been produced for people who have acquired a primary knowledge of reading and writing (neo-literates), but who may easily lose their reading skills due to the lack of appropriate reading materials. The prototype materials were developed by the literacy experts in the region through annual regional workshops in the forms of booklets, posters, games and audio-visual materials on various subjects closely related to daily life. These prototype materials in English have been disseminated to member states for adaptation and use at the grassroots.

Literacy materials for primary school children have been developed, jointly with Hiroshima University, Japan to help member states to develop quality teaching/learning materials designed to improve the learning achievement of children in earlier grades of primary schooling in rural areas.

Support of innovations at the grassroots-level: Two pilot projects were implemented between 1992-97 to help member states to develop innovative and effective strategies and approaches for promoting literacy and basic education in support of larger national programmes. One was a pilot project on the promotion of primary education for girls and disadvantaged groups, and the other was a pilot project on promotion of literacy for youth and adults. The outcomes of the projects in each country were compiled and disseminated nationally and inter-regionally to facilitate expansion of the project.

The Inter-country project on Community Learning Centres (CLC) was started in 1998 for the promotion of literacy through community learning centres among the countries that have large pockets of illiterate population groups. The activities undertaken under this project have supported participant countries to develop, test and disseminate grassroots-based literacy and basic education programmes. Other activities have emphasized co-operative planning, design and the sharing and exchange of experiences.

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Expanded scope and target population for achieving EFA: In order to further the EFA goal, APPEAL has expanded the scope and target population through activities in the following areas:

- *Special Needs:* The main focus of the activities under special education is to promote inclusive schools that include everybody, celebrate differences, support learning and respond to individual needs. PROAP has supported member states to carry out training programmes for teachers utilizing the UNESCO Teacher Education Resource Pack. Pilot projects have also been implemented in several countries in the region to promote basic education for children with special needs, including physical and mental disabilities.
- *Literacy as a Tool for Poverty Alleviation:* In 1997-98 APPEAL carried out a regional study and produced a working document on 'Basic Education and Poverty Alleviation' to identify the role of literacy as a tool for the empowerment of the poor. Based on this document, assistance has been provided to some of the member states in the region to carry out follow up national level activities. A new project on this theme is being launched under the coordination of UNESCO Beijing.
- *Scientific Literacy:* The main emphasis of projects under scientific literacy is to promote rudimentary scientific skills through developing appropriate curriculum and materials. Training of personnel has also been conducted to build the capacity of schoolteachers and managers.
- *HIV/AIDS and Drugs:* Preventive education relating to HIV/AIDS and drug abuse has become essential in many countries in the region. APPEAL is currently developing, in co-operation with experts from the member states, a manual on these issues to be used for the training of teachers and health educators. The project has emphasized the importance of integrating these issues into the curriculum of formal schools and also into non-formal education programmes for youth and adults.

Development of Regional Network and Co-operation: Inter-country networks have been developed within the framework of APPEAL to strengthen the co-operation and collaboration in the field of basic education. These networks include:

- *APPEAL Research and Training Consortium*, with 10 institutions working with basic education.
- *Literacy Resource Centres* co-ordinated by ACCU, a network being established with NGOs working in literacy, with particular focus on girls and women.

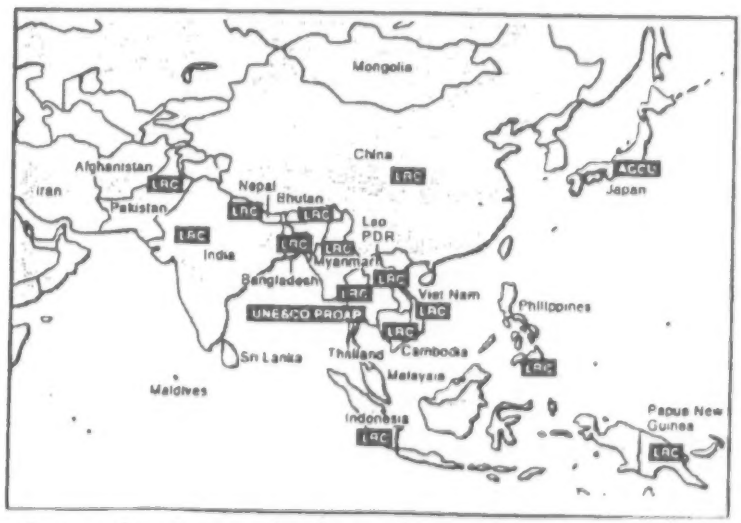
It is expected that these networks will promote the technical resource development in literacy and continuing education through inter-country workshops and training programmes. The information and expertise in the countries will be exchanged and disseminated through the Asia-Pacific Literacy Database, which is currently being developed jointly by ACCU and APPEAL.

Asia/Pacific Cultural Centre for UNESCO (ACCU) Report

■ Activities of ACCU

ACCU is a non-profit organization that, since 1971, has been working towards the promotion of mutual understanding and educational and cultural co-operation throughout the Asia-Pacific region. The Literacy Promotion Division of ACCU is especially working in the following three fields: (1) materials development, (2) human resource development, and (3) network building. As of March 2000, 57 kinds of education materials have been developed through the Asian/Pacific Joint Production Programme of Materials in Rural Areas (AJP). Titles such as "Why Literacy for Women" and "Simple Marketing Skills," have been developed with the co-operation of literacy experts in the region. Environment education is also a priority and a package of learning materials, a series entitled the 'PLANET', has been developed. ACCU has so far organised regional, sub-regional and national level workshops and trained more than 1,000 literacy experts. ACCU also have a strong partnership with UNESCO, its Member States, Asia-Pacific government agencies, international organizations, and Literacy Resource Centres for Girls and Women (LRC). (For more information please visit the website: http://www.accu.or.jp).

1. The LRC Network



LRC is a centre managed by a partner literacy organization of ACCU and is a technical resource centre for human resource development, materials development, and information collection and dissemination. As of March 2000, there were 14 LRCs in the region and they are used predominantly by government agencies, NGOs, CLCs, and other members of the LRC network. International organizations, donor agencies, researchers, NFE facilitators, and field workers, such as health and agricultural extension workers, also utilise LRCs to obtain useful information and learning materials. The primary activities that the LRCs carry out include collecting and providing references, learning materials and information,

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developing innovative literacy materials and strategies, and promoting a variety of training opportunities for literacy workers. Overall, each LRC implements innovative programmes catering to local needs (for more information please visit the website: http://www.accu.or.jp/literacy/lrc).

■ Services that LRCs Can Offer to CLCs

CLCs have the potential to benefit from close cooperation with LRCs; for example, training and technical support for the purpose of producing new materials, and training for CLC facilitators and managers. CLCs can also make good use of the LRC's Activity Maps which utilize Educational Management Information System (EMIS) and Geographical Information System (GIS). With the assistance of LRCs, community information, in the form of community newspapers and posters can be disseminated to CLCs. Likewise, LRCs can introduce innovative CLC activities on their homepage, which is linked with the Asia-Pacific Literacy Database (http://www.accu.or.jp/litdbase). CLCs can improve the quality of their activities by taking advantage of the LRC's wide network with various NGOs, governmental and international agencies, and LRCs can also assist CLCs in seeking funds by contacting mass media and external agencies. Overall, LRCs could be a powerful medium in advocating CLC programmes throughout the region.

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Case Studies of National Federation of UNESCO Associations in Japan (NFUAJ) and Partner Agencies

■ The NFUAJ Community Learning Centre Experience

Evolution of the CLC

The NFUAJ initiated the World Terakoya Movement (WTM) in 1989 as an international cooperation movement aimed at supporting grass-roots NGOs or local governments working in the field of non-formal education and deepening mutual understanding between Japanese supporters/leaders, learners in respective countries. Pilot CLC projects will be initiated at the end of 2000 in India and Viet Nam.

Management of the CLC

WTM projects are implemented based on the proposals made by Terakoya partner organizations. NFUAJ provides mainly financial, technical and moral support to the implementing partners. The assistance ($12,000 per year per project for a maximum of 5 years) is provided for literacy, income generation, continuing education, training programmes, construction of CLCs and other activities relating to community development.

From 2000 onwards, the WTM put stress on the following points for more effective and sustainable programme implementation.

- Introducing the concept of CLCs
- Seeking closer collaborating with governments and partner NGOs
- Large scale project implementation in the targeted areas
- Targeting 5 countries, including Bangladesh, Cambodia, India, Nepal and Viet Nam

Functions and Activities of CLCs

The NFUAJ considers the functions of the Terakoya to be as follows:

- A school for out-of-school children
- A literacy and CE centre for adults
- A skills training centre for income generation
- An information library
- A culture and recreation centre
- An international exchange centre
- A community activity centre

Impacts of the CLC Project

In the past ten years, 366 literacy education projects have been implemented in 42 countries and one region, 7,000 literacy classes have been run, 700,000 people have had access to learning opportunities and $8 million has been contributed to WTM projects. CLC type Terakoya projects are now being planned in India and Viet Nam.

Future Prospects

In the second half of 2000, the NFUAJ will initiate a CLC project in the northern part of Viet Nam. 40 CLCs and two teacher training centres will be established under this project. The NFUAJ will also launch a CLC project in India in collaboration with the Belgaum Integrated Rural Development Society (BIRDS) and 45 CLCs will be set up in Gokak Taluk, Belgaum District.

■ BIRDS in Belgaum District, India

Introduction

The Belgaum Integrated Rural Development Society-Naganur (BIRDS) has been working in the field of development since 1980. From 1993, in co-operation of with the National Federation of UNESCO Associations in Japan (NFUAJ), BIRDS has promoted 10 Learning Centre projects in 40 villages of Gokak taluk. The major emphasis of each learning centre depended on the community that used it. Focus areas in many of the learning centres included literacy promotion for adult men and women and capacity building of learners, including out-of-school children, through training, exposure, and cultural and sporting activities. Other learning centres concentrated on women's education, including literacy training, skills development, for example, vocational skills training, health and sanitation, promotion of savings and credit management groups, etc. Some of the other learning centres provided continuing education programmes through libraries, coaching classes, exposure programmes, agricultural training, food preservation and capacity building for community leaders. All of these activities are aimed at life long education so as to empower the local communities to make their own decisions and determine their own destiny. These efforts resulted in the promotion of local organizations at every community, Self-Help Groups, and the federation of these groups under one umbrella organization; the People Organizations Forum.

Evolution of Learning Centres

The evolution of learning centres has come about for a variety of reasons. Firstly, there has been a growing number of illiterates, a dependency on agriculture and wage labour, a high incidence of illiterate parents, a lack of appropriate learning environments in village schools and a lack of understanding about the long term importance of literacy.

Management of Learning Centres

BIRDS learning centres are always established with the involvement of the community from the very beginning. Community involvement takes a number of forms; the identification of learners (by school teachers of the local public school), the identification of teachers (by local collectives), the location for running literacy classes (by local panchayat) and the supervision of the learning centre by the learning centre committee. As these programmes are introduced with existing collectives at grass roots level, BIRDS takes the responsibility of building the capacity of these organizations with regards to programme management, administration, decision making, liaison work and other management skills in order for these community organizations to become self sustaining.

Functions of Learning Centres

- Providing basic literacy for adult men, women and out-of-school children;
- Skills and vocational training for income generation and self sustainability of learners;
- Training on day to day skills like agriculture, health, medicinal plants and nutrition;
- Continuing education through field libraries, sports, entertainment and social education;
- Capacity building for teachers, community representatives, etc;
- Savings and credit management centres;
- Taking up local/community issues, such as roads, transportation, schools;
- Organization of exposure for learners and community members; and
- Providing a platform for the whole community to interact and work together.

Impact of Learning Centres

- 3000 adult illiterates and 1200 out-of-school children have been educated;
- Learning materials have been distributed to 5000 children;
- School buildings have been constructed in 3 villages and community buildings have been constructed in 4 villages;
- Various training has been conducted;
- 1000 girls have been trained in vocational skills;
- Savings and credit management groups have been formed in 75 areas and women have started savings and spending their own money;
- Local collectives have been carrying on the work that was initiated by BIRDS;
- Various local community issues have been addressed by learners groups; and
- Women's health conditions have generally improved because of the practice of using herbal medicines, etc.

Future Plans of BIRDS

- Replicate and expand this process in 45 villages (with a new approach); and
- Work with National Literacy Mission at the district level.

■ SOPIRET

Introduction

SOPIRET is an integrated multi-sectional rural based NGO in Bangladesh. It was established in 1985, and initially the programme was launched in two Thanas of Lakshmipur district (Lakshmipur Sadar and Ramgonj), however, now it covers nine Thanas of Lakshmipur, Chandpur and Comilla districts. Health care services and the distribution of family planning contraceptives are two of the key functions of our NGO and the involvement of women volunteers and depot holders is the key to our success in the family planning programme. SOPIRET also focuses on education, women's development programmes, income generating schemes, and safe drinking water and sanitation programmes.

SOPIRET is registered with the Ministry of Social Welfare, the Ministry of Health and Family Welfare and the NGO Affairs Bureau. It is a member of the Association of Development Agencies in Bangladesh (ADAB) and the Voluntary Health Services Society (VHSS), both part of the federation of NGOs in Bangladesh.

The broad objectives of SOPIRET are to contribute to the development process in rural Bangladesh. The major on-going programmes (components) of SOPIRET include the following:

1. SOPIRET Rural Service Delivery Project
2. Income Generation Programme
3. Formal and Non-formal Education Programme

SOPIRET Rural Service Delivery Project: The SOPIRET Family Planning Services project was launched in November 1985 with the objective of providing community based family planning (FP) services to eligible couples through resident FP Volunteers (FPVs). Due to a change in the donor's policy, in September 1997 SOPIRET introduced clinic-based health and family planning services instead of a community based family planning programme.

The new SOPIRET Rural Service Delivery (RSD) project, was launched with the objective of providing Essential Services Package (ESP) through Static Clinics, Satellite Clinics and Depot holders in two Thanas of Lakshmipur District, three Thanas of Chandpur District and three thanas of Comilla District. SOPIRET is offering the ESP as a part of the National Integrated Population Health Programme (NIPHP). The ESP covers family planning, priority maternal and child health, STDs/HIV/AIDS, and responds to other feasible family health needs.

SOPIRET has established eight static clinics; one in each Thana. Usually the clinics open for a minimum of seven hours a day, opening at 9:00 AM and closing at 4 PM. Out of three FWV of each Thana, one FWV is always available at the Static Clinic to provide services and the other two FWVs work at the satellite clinic on a rotational basis. Each satellite clinic covers a population of about 2000 and caters to couples in remote areas and an estimated 16 satellite clinics per month are organized by each FWV (a total of 260 per month). Satellite clinics are organized at community houses, private houses, clubs and other facilities in consultation with community people. A team comprising of one FWV, one community mobilizer and one clinic aide is responsible for providing services at the satellite clinic. The local depot holder assists them in organizing the satellite clinic.

SOPIRET has deployed 260 Depot holders for the 8 thanas. A married woman with primary education is selected as a Depot holder and she distributes (sells) contraceptives, including commercial brands. She helps the clinic's FWV to inform all concerned about the date, time and place of the satellite clinic, and refers clients to static clinics as well as government hospitals for appropriate treatment. One Depot holder covers a catchment area of roughly 300 families (i.e. 2000 population). A depot holder is selected from an under-served pocket of the revenue that they are generating and they are supervised by Community Mobilizers.

Income Generation Programme: With a view to alleviating the poverty of disadvantaged people, SOPIRET started a credit programme in January 1992 for poor landless people within the project area. Under this programme SOPIRET formed 172 groups with about 25 poor landless people in each group. Only one group consists of males, the other 171 groups are made up of women. As a part of the credit programme, all the groups attend weekly meetings and each group member deposits Tk. 10 per week as savings in their respective group accounts. By January 2000, group members had deposited Tk. 4,016,246 of savings in their bank accounts.

To carry out the income earning activities, SOPIRET has distributed Tk. 77,739,000 among the 3,729 group members under several schemes. The recovery of the loan is on schedule. We have received a Tk. 25,200,000 loan from Palli Karma Sahayok Foundation (PKSF) and we pay a 4 per cent interest rate for the loan that we receive from PKSF.

Among the various loan schemes, small trading is reported to be the most common among the creditors, followed by cow rearing. The average amount of credit given is about Tk. 6,000.

Formal and Non-formal Education Programme: Since 1987, SOPIRET has been running a primary school with 5000 students. SOPIRET is also running 150 adult literacy centres with goverment assistance, 10 non-formal schools with the assistance of BRAC and five learning centres with the support of NFUAJ Japan. A total of 6,128 students are receiving non-formal education via the learning centres. SOPIRET plans to covert the five NFUAJ learning centres into regular primary schools by the end of 2000. SOPIRET is also running a junior high school in its project area of Lakshmipur Sadar thana where there are not many opportunities for the students to continue onto high school education.

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Annex 5

UNESCO Early Childhood and Family Education Unit (ECF) Report

Case Study Summary of Development of Children's Pre-literacy Skills at Home Project

■ Name of Communities

Cambodia	:	Phnom Vor Development Centre, Phnom Vor, Kep Municipality
Lao PDR	:	Khammouane Province, Khammouane CLC
Mongolia	:	Arbaikheer Province Centre and Zuumbayan-Ulaan soum, Uburkhangai Province
Viet Nam	:	Cao Son CLC, Cao Son Commune, Da Bac District, Hoa Binh Province

■ Characteristics of Target Area and Population

Target areas	:	CLC sites (Lao PDR, Viet Nam, Mongolia)/GW project site (Cambodia)
Target population	:	Trainers of Centres (kindergarten teachers in Viet Nam/visiting teachers
Viet Nam	:	Experts from the DECE and RCLC (trainers of trainers)
		Parents or major caregivers of children aged 2 to 5 from poor families
Cambodia	:	Beneficiaries (poor families) of the GW project
Lao PDR	:	Beneficiaries of the Distance Education Project implemented in the CLC
Mongolia	:	Some from the Arbaikheer Province Centre
Viet Nam	:	Beneficiaries of CLC activities

■ Education Background

Cambodia	:	Very basic literacy level (can read simple sentences and understand numbers)
Lao PDR	:	Low educational level and high drop-out rate, between 2nd and 3rd grade

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Mongolia : At least the literacy level of grade 8 of secondary school (aged 16)

Viet Nam : Between 3rd and 7th grade

■ Socio-economic Background

Cambodia : Farming/low-income/weaving, sewing and fishing

Lao PDR : Farming/low income/many children (5 and above)

Mongolia : Nomadic herdsmen population (livestock breeding, crop growing)

Viet Nam : Low-income/farming

■ Main Issues/Problems

- Poverty and lack of time
- Illiterate parents (they cannot help themselves)
- The mother tongue of the population is not the official language (Viet Nam)
- Educating children is often considered as the school's responsibility
- Relatively poor amount of books, printed material and literacy materials

■ Reasons for Selection of these Communities

Selection has been made by the Ministries of Education and local experts. Task Force Criteria for choosing the project site have been communicated to the national project managers and local experts: **Successful CLCs** (build on the confidence gained through successful programmemes).

- Established programmes
- Good teachers/volunteers
- Can play a role model for other centres
- CLCs with (regular) adult learners with children 2-5

■ Outputs of the Project

- Training manuals for trainers of parents
- Two separate manuals for Mongolia –(3 to 5 year olds and for 6 to 7 year olds)
- Accompanying materials
- Local histories and stories, hygiene/sanitation/health information

Cambodia :
- simple nursery books
- posters
- toys made from the local materials

Lao PDR :
- nursery books

Mongolia :
- nursery books (two kinds)

Viet Nam :
- booklet, video, poster, toys, and picture-letter cards
- (animals, numbers, trees, etc.)

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